čeština

Czech

Language Guide

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Czech 1.2
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Czech
Recommended Grammar Sequence

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

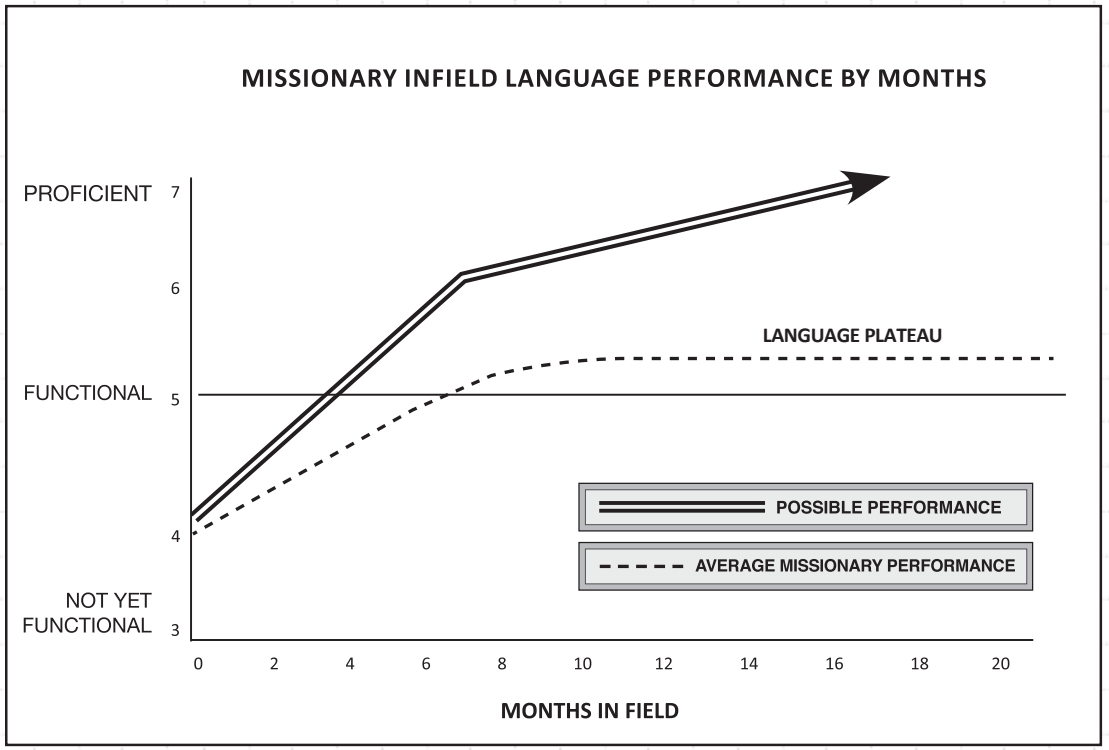
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



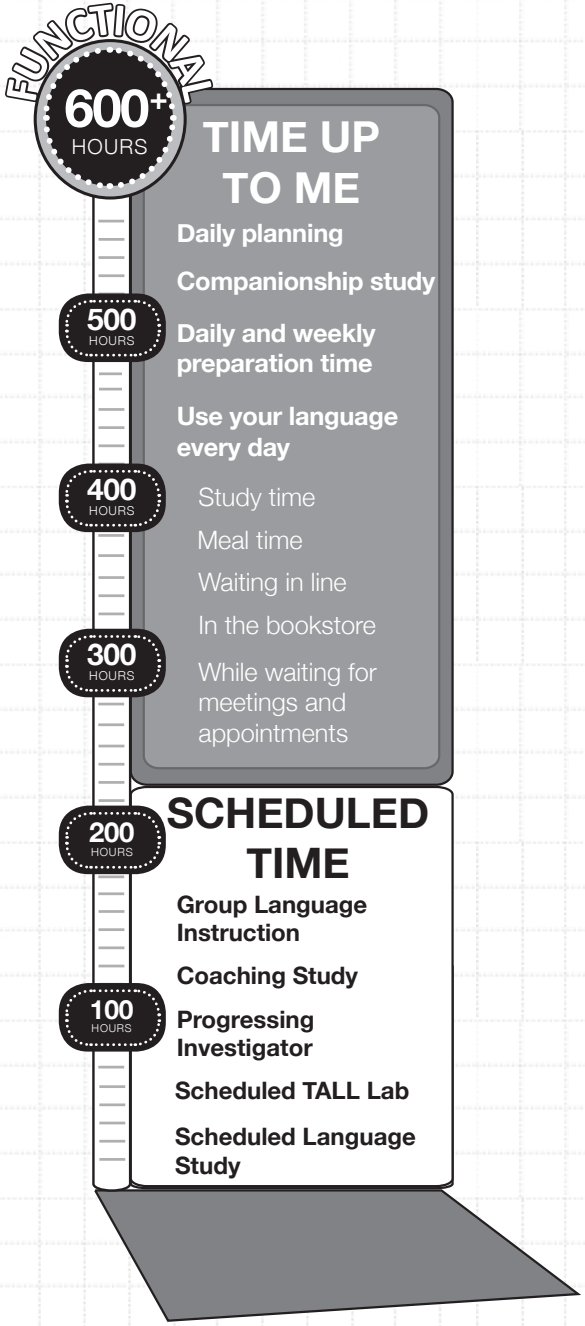
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

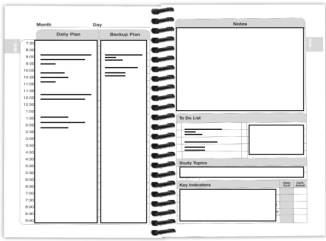
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [WHAT]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

Study Plans: [HOW]

- Use every moment well.
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (60 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [WHY]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?

[WHEN]

Month January Day 15 Tuesday

WEEK 3

	Daily Plan	Backup Plan
7:00	Breakfast/add. study	SYL
8:00	Progressing Inv.	Listen for words & look them up
9:00	Fundamental - Bible of Holy Ghost	
9:30		
10:00		
10:30	Coaching Missionary Sr.	Error correction & suggestions
11:00	Personal Study	
11:30		
12:00	Lunch SYL	
12:30		
1:00	Language Study	
1:30		
2:00	Class ~ Comp. Study	Practice for TRC (grammar correction)
2:30		
3:00	TRC - Restoration	
3:30		Use what I studied
4:00	Coach. Missionary Study	
4:30		
5:00	Dinner [memorize while in line]	
5:30		
6:00	Gym	
6:30		
7:00		
7:30	TALL - MTC core grammar	
8:00		
8:30	Additional Study	Comp. Language Quiz
9:00	Daily Planning	Eval. goals, plan language for tomorrow

Notes

New Words
Molitva
Bog
Vjera

To Do List

- Correct 20+ Errors
- Memorize: 1 Scripture, 15 words, & 6 phrases

Study Topics

Personal	
Companion	

Key Indicators		Daily Goal	Daily Actual
Lessons taught to investigators with a member present			
Other lessons taught			
Referrals	Received		
	Contacted		
New investigators			

WEEK 3

EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

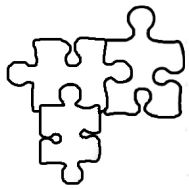
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.



STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.

STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

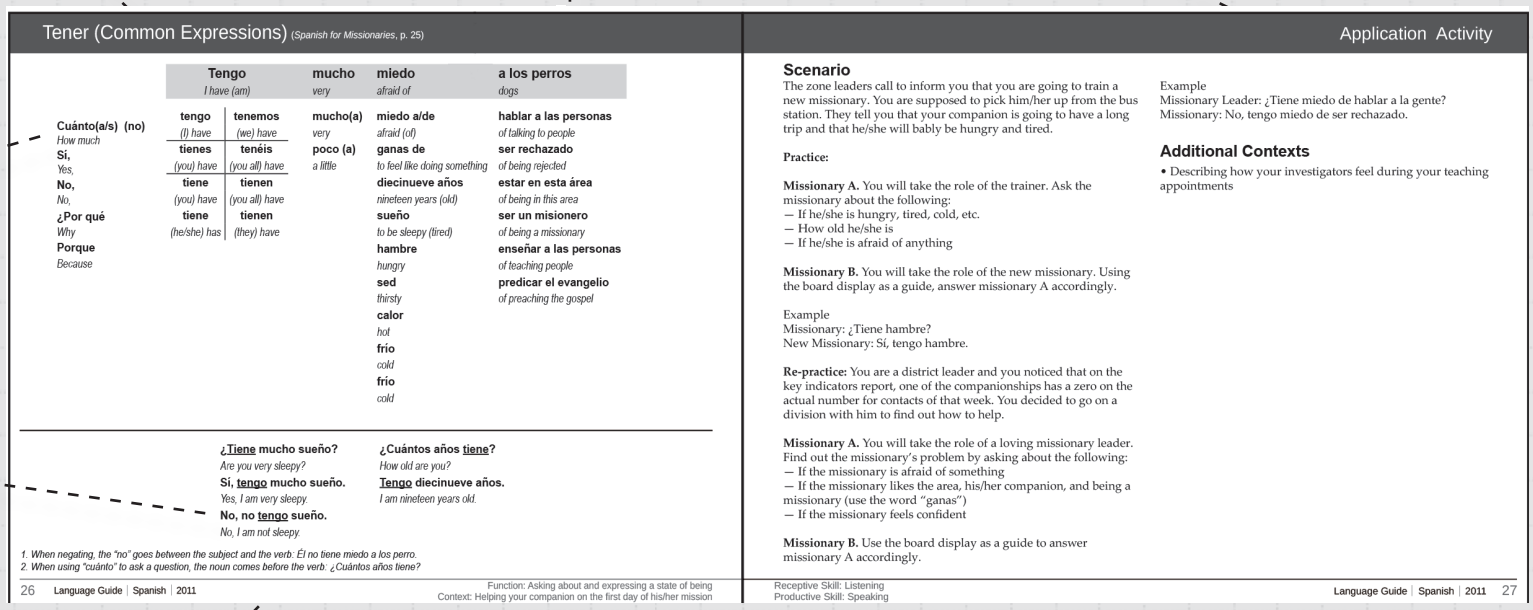
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	**tenemos** *(we) have*	**mucho(a)** *very*	**miedo a/de** *afraid (of)*	**hablar a las personas** *of talking to people*
tienes *(you) have*	**tenéis** *(you all) have*	**poco (a)** *a little*	**ganas de** *to feel like doing something*	**ser rechazado** *of being rejected*
tiene *(you) have*	**tienen** *(you all) have*		**diecinueve años** *nineteen years (old)*	**estar en esta área** *of being in this area*
tiene *(he/she) has*	**tienen** *(they) have*		**sueño** *to be sleepy (tired)*	**ser un misionero** *of being a missionary*
			hambre *hungry*	**enseñar a las personas** *of teaching people*
			sed *thirsty*	**predicar el evangelio** *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

The function best describes how the grammar principle is actually used in communication.

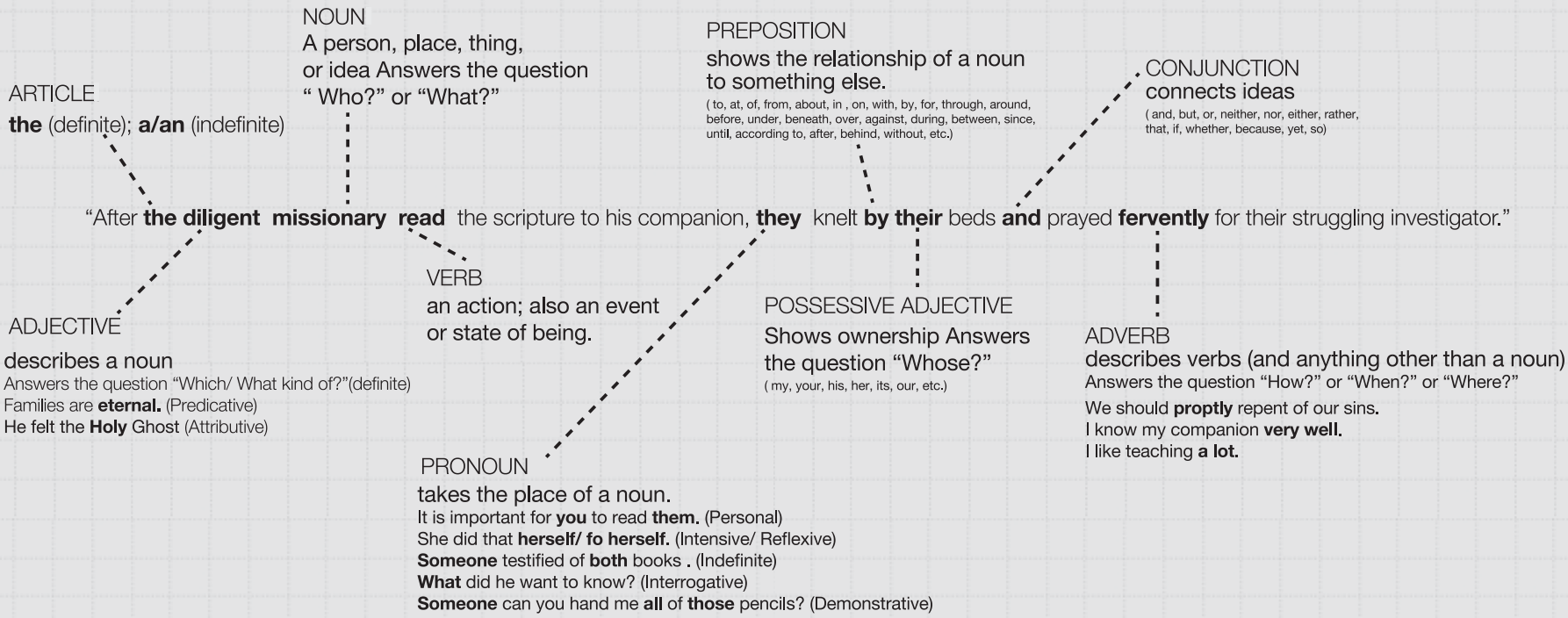
The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.

ENGLISH GRAMMAR TERMS


ARTICLE
the (definite); **a/an** (indefinite)
NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"
PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)
VERB
an action; also an event or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well**.
I like teaching **a lot**.
PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
Someone testified of **both** books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Vocabulary Review

Review the following vocabulary from today's in-class instruction:

NOUNS

den	*day*
večer	*evening*
ráno	*morning*
Starší	*Elder (title)*
misionář	*missionary (male)*
misionářka	*missionary (female)*
společník	*companion (male)*
společníka	*companion (female)*
učitel	*teacher (masculine)*
učitelka	*teacher (feminine)*
rodina	*family*
otec	*father*
matka	*mother*
dítě	*child*
bratr	*brother*
sestra	*sister*
Amerika	*America*
Česká Republika	*Czech Republic*
stát	*state*
hudba	*music*
sport	*sport*
práce	*work*

VERBS

jmenovat se	*to call (oneself)*
mít	*to have*
být	*to be*

ADJECTIVES

dobrý	*good*
velký	*big*
misionářský	*missionary*

PRONOUNS

toto	*this*

POSSESSIVE PRONOUNS

můj / moje	*my*

PREPOSITIONS

z	*from*

QUESTION WORDS

jak	*how*
odkud	*(from) where*

ADVERBS

rád	*gladly*

BÝT - TO BE

jsem *I am*	**jsme** *we are*
jsi *you are (singular and informal)*	**jste** *you are (plural or formal)*
je *he/she/it is*	**jsou** *they are*

PERSONAL PRONOUNS

já *I*	**my** *we*
ty *you (singular and informal)*	**vy** *you (plural or formal)*
on/ona *he/she*	**oni** *they*

GREETINGS/FAREWELLS

dobrý den	*good day*
dobrý večer	*good evening*
dobré ráno	*good morning*
ahoj	*hello/bye (informal)*
čau	*hello/bye (informal)*
nashledanou	*goodbye*

Practice: Get to know the missionaries in your district. Introduce yourself to other missionaries in your zone and have your companion practice translating.

Note: You may notice that the words on the actual task page often look different from the words you see on this page. This is due to the declension of nouns (skloňování) and the conjugation of verbs (časování) in Czech. These grammar principles will not be explained today but will be explained in detail during your stay here at the MTC.

BASIC INTRODUCTIONS/FAREWELLS

GREETINGS	FAREWELLS
Dobrý den	**Těšilo mě**
Good day	*It pleased me (to meet you)*
Dobrý večer	**Nashledanou**
Good evening	*Goodbye*
Dobré ráno	**Ahoj/Čau**
Good morning	*Bye (Informal; also means hello)*

INTRODUCE YOURSELF AND OTHERS

QUESTION
Jak se jmenujete?
How do you call yourself? (What is your name)

BÝT - TO BE	NOUN
Já jsem	**Starší** _____.
I am	*Elder* _____.
My jsme	**Sestra** _____.
We are	*Sister* _____.
On/Ona je	**Bratr** _____.
He/She is	*Brother* _____.
Vy jste	**misionář(i).**
You are	*missionary(ies).*
	misionářka(ky).
	sister missionary(ies).

PRONOUN	POSSESIVE	NOUN
Toto je	**můj**	**společník.**
This is	*my (masculine)*	*companion. (masculine)*
		učitel.
		teacher. (masculine)
		otec.
		father.
		bratr.
		brother.
	moje	**společníka.**
	my (feminine)	*companion. (feminine)*
		učitelka.
		teacher. (feminine)
		matka.
		mother.
		sestra.
		sister.
		rodina.
		family.

DESCRIBE YOUR FAMILY

QUESTIONS	
Jak velká je vaše rodina?	
How big is your family?	
MÍT - TO HAVE	NOUN
Máte	**bratry?**
Do you have	*brothers?*
	sestry?
	sisters?
	děti?
	children?

MÍT - TO HAVE	QUANTIFIER	NOUN
Mám	**jednoho**	**bratra.**
I have	*one*	*brother.*
	dva/tři/čtyři	**bratry.**
	two/three/four	*brothers.*
		bratrů.
	(5 or more)	*brothers.*
	jednu	**sestru.**
	one	*sister.*
	dvě/tři/čtyři	**sestry.**
	two/three/four	*sisters.*
		sester.
	(5 or more)	*sisters.*

EXPLAIN WHERE YOU ARE FROM

QUESTION
Odkud jste?
From where are you?

BÝT - TO BE	PREPOSITION	NOUN
Já jsem	**z(e)**	**Ameriky.**
I am	*from*	*America.*
On/Ona je		**státu** _____.
He/She is		*the state* _____.
Vy jste		**České Republiky.**
You are		*the Czech Republic.*

SHARE YOUR HOBBIES

QUESTION
Co máte rad?
What do you have gladly?

MÍT - TO HAVE	ADVERB	NOUN
Já mám	**rad(a)**	**hudbu.**
I have	*gladly (fem.)*	*music.*
On/Ona má		**sporty.**
He/She has		*sports.*
Vy máte		**misionářskou práci.**
You have		*missionary work.*

Vocabulary Preparation

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

NOUNS

Ježíš Kristus	*Jesus Christ*
znovuzřízení	*restoration*
evangelium	*gospel*
vztah	*relationship*
Bůh	*God*
prorok	*prophet*
Kniha Mormonova	*The Book of Mormon*
plán	*plan*
odpuštění	*forgiveness*
víra	*faith*
smysl	*purpose*
život	*life*
modlitba	*prayer*
učení	*teaching*
svědek	*witness*
slovo	*word*
konversace	*conversation*
muž	*man*

ADJECTIVES

příští	*next*
důležitý	*important*
šťastný	*happy*
Boží	*God's*

VERBS

chtít	*to want*
učit	*to teach*
mluvit	*to speak*
milovat	*to love*
znát	*to know (a person)*
slyšet	*to hear*
věřit	*to believe*
dát	*to give*
poslat	*to send*
hledat	*to search for*

PRONOUNS

všichni	*everyone*
toto	*this*
něco	*something*

POSSESSIVE PRONOUNS

náš	*our*
váš	*your (plural or formal)*

PREPOSITIONS

o	*about*
v	*in*
s	*with*
pro	*for*

ADVERBS

dnes	*today*
zítra	*tomorrow*
příště	*next time*
také	*also*

CONJUNCTIONS

a	*and*

QUESTION WORDS

proč	*why*

Review: In preparation for your first lesson with your investigator, practice teaching your companion as if he or she were your investigator. Get to know the investigator and what they believe, then give a brief overview of what you will teach.

INTRODUCING WHAT YOU WILL TEACH

ADVERB (TIME)	CONJUGATED VERB	INFINITIVE VERB	PREPOSITIONAL PHRASE
Dnes	**chceme**	**učit**	**o Ježíši Kristu.**
Today	*we want*	*to teach*	*about Jesus Christ.*
Zítra	**budeme**	**mluvit**	**o znovuzřízení evangelia.**
Tomorrow	*we will*	*to speak*	*about the restoration of the gospel.*
Příště			**o našem vztahu s Bohem.**
Next time			*about our relationship with God.*

BASIC STATEMENTS ABOUT GOD AND JESUS CHRIST

SUBJECT	VERB	DIRECT OBJECT
Bůh	**miluje**	**nás.**
God	*loves*	*us.*
Ježíš	**zná**	**vás.**
Jesus	*knows*	*you.*
	slyší	**vaši rodinu.**
	hears	*your family.*
		naše modlitby.
		our prayers.

a *and* **také** *also*

VERB	INDIRECT OBJECT	DIRECT OBJECT
Dal	**nám**	**Krista.**
He gave	*(to) us*	*Christ.*
Poslal	**vám**	**proroky.**
He sent	*(to) you*	*prophets.*
		Knihu Mormonovu.
		Book of Mormon.
		plán.
		plan.

EXPLAINING GOSPEL WORDS

NOUN	VERB	NOUN
Evangelium	**je**	**učení Krista.**
The gospel	*is*	*teachings of Christ.*
Misionář(ka)		**učitel a svědek o Kristu.**
A missionary (feminine)		*a teacher and witness of Christ.*
Kniha Mormonova		**slovo Boží.**
The Book of Mormon		*God's word.*
Modlitba		**konversace s Bohem**.
Prayer		*a conversation with God.*
Prorok		**muž od Boha.**
Prophet		*a man of God*
Joseph Smith	**byl**	**prorok.**
Joseph Smith	*was*	*a prophet.*

USING THE VERB TO BELIEVE

VĚŘIT - TO BELIEVE	PREPOSITION	NOUN
Věřím	**v**	**Boha**. **(?)**
I believe	*in*	*God.*
Věříme		**Ježíše Krista. (?)**
We believe		*Jesus Christ.*
Věříte		**Knihu Mormonovu. (?)**
(Do) You believe		*the Book of Mormon.*
		něco?
		something?

IDENTIFYING NEEDS

VERB	DIRECT OBJECT
Chcete	**odpuštění?**
You want	*forgivness?*
Hledáte	**víru v Boha?**
You are searching for	*faith in God?*
	šťastnou rodinu?
	a happy family?
	smysl v životě?
	purpose in life?

ASKING QUESTIONS

QUESTION	BÝT - TO BE	NOUN + 'IMPORTANT'	PREP. PHRASE
Proč	**je**	**rodina důležitá**	**pro vás?**
Why	*is*	*family important*	*for you?*
		víra důležitá	
		faith important	
		Kristus důležitý	
		Christ important	
		toto důležité	
		this important	

Vocabulary Preparation

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

NOUNS

povolání	*calling*
syn	*son*
láska	*love*
usmíření	*atonement*
Duch Svatý	*Holy Ghost*
touha	*desire*
síla	*strength*
dar	*gift*
jazyk	*tongue (language/body part)*
pokání	*repentance*
jméno	*name*
písmo	*scripture*

VERBS

děkovat / poděkovat	*to thank*
prosit / poprosit	*to ask*
žehnat / požehnat	*to bless*
pomáhat / pomoct	*to help*
moct	*to be able to*
činit	*to do/make*
číst / přečíst	*to read*
studovat	*to study*

ADJECTIVES

drahý	*dear*
nebeský	*heavenly*
vděčný	*grateful*
pokřtěný	*baptized*

PREPOSITIONS

za	*for (in exchange for)*

CONJUNCTIONS

aby	*so that / in order that*

Review: Now that you have learned how to pray in Czech, use as much Czech as possible every time you say your personal and companionship prayers.

If you come to a word or phrase that you don't know how to say in Czech, say it in English, but write it down in your planner so that you can find out how to say it later.

Note: You will notice that most Czech verbs you begin learning from now on will be listed having two forms - ***imperfective / perfective***. For now, focus on memorizing the form of the word that is used in the context of these tasks. You will learn the differences between these forms and how to use them correctly later in your MTC stay.

ADDRESSING HEAVENLY FATHER

Náš *Our* **Drahý** *Dear*	**Nebeský Otče,** *Heavenly Father,*
Bože *God*	

EXPRESSING GRATITUDE

BÝT - TO BE	ADJECTIVE	PREPOSITION	PREPOSITIONAL PHRASE
Jsem *I am* **Jsme** *We are*	**vděčný(á)** *grateful (feminine)* **vděční** *grateful (plural)*	**za** *for*	**rodinu.** *family.* **společníka.** *companion.* **misionářské povolání.** *missionary calling.* **Tvého Syna, Ježíše Krista.** *Thy Son, Jesus Christ.* **Tvou lásku.** *Thy love.* **usmíření.** *the Atonement.*
DĚKOVAT - TO THANK	INDIRECT OBJECT		
Děkuji *I thank* **Děkujeme** *We thank*	**Ti** *Thee*		

ASKING FOR HELP AND BLESSINGS

PLEASE	VERB - IMPERATIVE	PRONOUN	NOUN - "BY THE MEANS OF"
Prosím, *Please (I ask),*	**požehnej** *bless* **pomáhej** *help*	**mi** *me* **nám** *us* **mu / ji** *him / her* **Staršímu / Sestře _____** *Elder / Sister _____* **zájemcům** *investigators*	**Duchem Svatým.** *the Holy Ghost.* **touhou,** *desire,* **sílou,** *strength,* **darem jazyků,** *the gift of tongues,*

optional continuation of the phrase

ABY - IN ORDER THAT + MOCT - TO CAN	VERB
abych mohl(a) *so that I could (feminine)* **abychom mohli** *so that we could* **aby mohl(a)** *so that he (she) could*	**mít víru.** *have faith.* **činit pokání.** *repent.* **být pokřtěný(á).** *be baptized (feminine).* **číst písma.** *read the scriptures.* **studovat jazyk.** *study the language.*

ENDING A PRAYER

Ve jménu Ježíše Krista, amen.
In the name of Jesus Christ, Amen.

Vocabulary Preparation

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

NOUNS

poselství	*message*
Spasitel	*Savior*
Vykupitel	*Redeemer*
bolest	*pain*
pocit	*feeling*
břemeno	*burden*
trest	*punishment*
zármutek	*grief*
smrt	*death*
hřích	*sin*
pokoj	*peace*
nadeje	*hope*
podpora	*support*
myšlenka	*thought*

VERBS

vědět	*to know*
cítit / pocítit	*to feel*
zažít	*to experience*
překonat	*to overcome*
dostávat / dostat	*to receive / to get*

ADJECTIVES

milující	*loving*
pravdivý	*true*
milosrdný	*merciful*
láskavý	*loving*
tichý	*quiet*
pokojný	*peaceful*
jemný	*gentle*

PREPOSITIONS

skrze	*through*
díky	*thanks to / because of*

CONJUNCTIONS

že	*that*
proto	*that is why*

QUESTION WORDS

kdy	*when*

Review: “Sharing your testimony often is one of the most powerful ways of inviting the Spirit and helping others feel the Spirit” (Preach My Gospel, p. 198).

Help those around you feel the spirit by bearing sincere testimony. Before the day is over, share your testimony in Czech with at least 3 missionaries in your district.

STATE WHAT YOU KNOW

VĚDĚT - TO KNOW	CONJUNCTION	SUBJECT	BÝT - TO BE	PHRASE
Vím,	**že**	**Bůh**	**je**	**náš milující Nebeský Otec.**
I know,	*that*	*God*	*is*	*our loving Heavenly Father.*
Víme,		**Ježíš Kristus**		**náš Spasitel / Vykupitel.**
We know,		*Jesus Christ*		*our Savior / Redeemer.*
		náše poselství		**pravdivé.**
		our message		*true (neu.).*

EXPLAIN THE ATONEMENT

SUBJECT	PAST TENSE VERB	DIRECT OBJECT	'OF' NOUN
Ježíš Kristus	**cítil**	**bolest**	**všech**
Jesus Christ	*felt*	*pain*	*of everyone*
Spasitel	**zažil**	**pocity**	**zármutku**
Savior	*experienced*	*feelings*	*of grief*
	překonal	**břemeno**	**smrti**
	overcame	*burden*	*of death*
		trest	**naších hříchů**
		punishment	*of our sins*

TESTIFY OF BLESSINGS

PHRASE	CONJUGATED VERB	INFINITIVE VERB	DIRECT OBJECT
Díky tomu,	**můžu**	**cítit**	**pokoj.**
Thanks to this,	*I am able*	*to feel*	*peace.*
Díky Ježíši Kristu,	**můžete**	**mít**	**odpuštění.**
Because of Jesus Christ	*you are able*	*to have*	*forgiveness.*
Proto	**můžeme**	**dostat**	**naději.**
That is why	*we are able*	*to receive*	*hope.*
	všichni můžeme		**podporu.**
	we are all able		*support.*

DESCRIBE HOW THE HOLY GHOST COMMUNICATES

SUBJECT	VERB	INDIRECT OBJECT	PREPOSITION	ADJECTIVE	NOUN
Duch Svatý	**mluví**	**k nám**	**skrze**	**tiché**	**myšlenky.**
The Holy Ghost	*speaks*	*to us*	*through*	*quiet*	*thoughts.*
Bůh		**k vám**		**pokojné**	**pocity.**
God		*to you*		*peaceful*	*feelings.*
Nebeský Otec		**ke mně**		**jemné**	
Heavenly Father		*to me*		*gentle*	

CHECK THEIR UNDERSTANDING

QUESTION	VERB	SUBJECT
Jak	**vám pomáhal**	**Kristus?**
How	*helped you*	*Christ?*
Kdy	**k vám mluvil**	**Duch Svatý?**
When	*to you spoke*	*Holy Ghost?*
		Bůh?
		God?

Vocabulary Preparation

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

NOUNS

křest	*baptism*
shromáždění	*(church) meeting*
setkání	*meeting*
neděle	*sunday*
týden	*week*
odpověď	*answer*
pomoc	**help**

VERBS

přicházet / přijít	*to come*
dát se pokřtít	*to be baptized*
nacházet / najít	*to find*
získávat / získat	*to receive*
zjístit	*to find out*
rozumět / porozumět	*to understand*

ADJECTIVES

každý	*every*

CONJUNCTION

jestli	*if*

ADVERBS

včera	*yesterday*

PREPOSITIONS

před	*before*
za	*in (time)*

Review: Asking an investigator to keep a commitment is one key way that you cry repentance as a missionary (See Alma 5:49).

Prepare yourself to extend commitments with confidence by role playing with your companion. Practice extending a commitment you plan to give during your next lesson in Czech. Remember to testify and promise blessings as you do so (Preach My Gospel, 197-198).

EXTEND AN INVITATION

INVITATION		WHEN?
Budete *Will you*	**číst Knihu Mormonovu** *read The Book of Mormon* **se modlit o křtu** *pray about baptism*	**každý den?** *every day?* **dnes večer?** *tonight?*
Příjdete na shromáždění *Will you come to church*		**před příštím setkáním?** *before the next meeting?* **v neděli?** *on Sunday?*
Dáte se pokřtit *Will you be baptized*		**za tři týdny?** *in three weeks?*

PROMISE BLESSINGS

CONDITION	FUTURE TENSE PHRASE	FUTURE TENSE VERB	DIRECT OBJECT
Jestli *If*	**budete číst Knihu Mormonovu,** *you will read The Book of Mormon,* **se budete modlit,** *you will pray,* **budete činit pokání,** *you will repent,*	**budete cítit** *you will feel* **najdete** *you will find* **získáte** *you will receive*	**odpovědi.** *answers.* **víru.** *faith.* **odpuštění.** *forgiveness.*
	příjdete na shromáždění, *you will come to church,* **se dáte pokřtit,** *you will be baptized,*	**budete mít** *you will have*	**pokoj.** *peace.* **sílu.** *strength.* **pomoc.** *help.*

CHECK FOR UNDERSTANDING

ADJECTIVE	VERB	DIRECT OBJECT
Jaké *What kind of*	**máte** *you have*	**otázky?** *questions?* **myšlenky?** *thoughts?* **obavy?** *concerns?*

FOLLOW UP

YOU	PAST TENSE VERB	WHEN?
Vy jste *(Did) you*	**četl(a) Knihu Mormonovu** *read the Book of Mormon* **se pomodlil(a) o křtu** *pray about baptism* **byl(a) na shromáždění** *were at church*	**včera?** *yesterday?* **v nedeli?** *on Sunday?*

WHAT	DID YOU	PAST TENSE VERB
Co *What*	**jste** *(did) you*	**zjistil(a)?** *find out?* **cítil(a)?** *feel?*
Čemu *What*	**jste** *(did) you*	**rozuměl(a)?** *understand?*

Vocabulary Preparation

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

NOUNS

verš	*verse*
pasáž	*passage*
obrácení	*conversion*
úvod	*introduction*
kapitola	*chapter*
odstavec	*paragraph*
srdce	*heart*
věta	*sentence*
otázka	*question*
záměr	*intent*
příklad	*example*
obava	*concern*

ADJECTIVES

upřímný	*sincere*
skutečný	*real*

CONJUNCTION

zda	*whether*
až	*until / up to*
jako	*like / just as*

ADVERBS

jak	*how*
když	*when*
tam	*there (location)*

NUMBERS

jeden (jedna)	*one (fem.)*
dva (dvě)	*two (fem.)*
tři	*three*
čtyři	*four*
pět	*five*
šest	*six*
sedm	*seven*
osm	*eight*
devět	*nine*
deset	*ten*

VERBS

myslet	*to think*
následovat	*to follow*
uplatňovat / uplatnit	*to apply*
znamenat	*to mean*
psát / napsat	*to write*
ptát se / zeptat se	*to ask (a question)*
ukázat	*to show*

Review: “The scriptures invite the Holy Ghost into your teaching” (Preach My Gospel, p. 180).

Practice using the Czech you have learned by sharing one of your favorite scriptures with your companion. Help them apply the scripture and ask questions to check for understanding.

Note: Numbers are included in this review to practice saying the chapters and verses you will introduce and read with your investigators. Focus on memorizing those numbers that you will use in your next lesson.

INTRODUCE THE SCRIPTURE

IMPERATIVE VERB	NOUN	PREPOSITION	PREPOSITIONAL PHRASE
Přečtěme *Let's read*	**verš** *a verse* **pasáž** *a passage*	**o** *about*	**víře a pokání.** *faith and repentance.* **křtu.** *baptism.* **Duchu Svatém.** *the Holy Ghost.* **obrácení.** *conversion.*

ADVERB	VERB	INTRO PHRASE	ADVERB	YOU CAN	VERB + NOUN
Když *When*	**čtu,** *I read,* **čteme,** *we read,* **čtete,** *you read,*	**myslete na to**, *think about that,*	**jak** *how*	**můžete** *you can*	**činit pokání.** *repent.* **následovat Krista.** *follow Christ.* **uplatnit usmíření.** *apply the Atonement.* **dostávat odpovědi.** *recieve answers.*

READ THE PASSAGE TOGETHER

FUTURE VERB	VERB	NOUN	DIRECT OBJECT	DIRECT OBJECT
Prečtete *You will read*	**prosím** *please*	**Moroni,** *Moroni,* **Jakub,** *James,* **úvod,** *the introduction,*	**kapitolu _____ ,** *chapter _____ ,*	**verš(e) _____ ?** *verse(s) _____ ?* **(až)** *(until / up to)*
			odstavec _____ . *paragraph _____ .*	

VERB	VERBAL PHRASE	SUBJECT
Víte, *Do you know,* **Rozumíte tomu,** *Do you understand (it),*	**co znamená** *what it means*	**upřímné srdce?** *a sincere heart?* **tato věta?** *this sentence?* **toto slovo?** *this word?*

APPLY THE SCRIPTURE

CONJUNCTION	NOUN	PAST VERB	VERB	PHRASE
Jako *Like*	**Moroni** *Moroni* **Jakub** *James* **úvod** *the introduction*	**napsal**, *wrote,* **učil,** *taught,*	**můžete** *you can*	**zjistit zda toto je pravdivé.** *find out whether this is true.* **se zeptat Boha na otázku.** *ask God a question.* **vědět, že Bůh je tam.** *know that God is there.* **získat odpovědi.** *recieve answers.*

QUESTION PHRASE	VERB	OBJECT
Jak můžete *How can you* **Jak můžeme** *How can we*	**ukázat** *show* **uplatnit** *apply*	**víru v Krista?** *faith in Christ?* **skutečný záměr?** *real intent?* **tento verš?** *this verse?*

Vocabulary Preparation

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

NOUNS

církev	*church (organization)*
tělo	*body*
děti	*children*
štěstí	*happiness*

VERBS

existovat	*to exist*
rozhodovat se / rozhodnout se	*to decide*
začínat / začít	*to begin*
navštěvovat / navštívit	*to vist*
projevovat / projevit	*to show / demonstrate*
vidět	*to see*
odpovídat / odpovědět	*to answer*
slyšet	*to hear*
vést	*to lead*

ADJECTIVES

pravý	*true*
fyzický	*physical*
největší	*greatest / biggest*

ADVERBS

podobně	*similarly*

PREPOSITIONS

k	*to*
po	*after*

CONJUNCTIONS

či	*whether*
tak	*so*

POSSESSIVE PRONOUNS

svoje	*one's own*

Review: Practice telling the story of Joseph Smith to your companion in Czech. Then share an experience of your own using the patterns you have learned from this display while adding in other words unique to your experience.

INTRODUCE THE EXPERIENCE

SUBJECT	WANTED	VERB	PHRASE
Joseph Smith *Joseph Smith* **On** *He* **Já jsem** *I (past tense)*	**chtěl(a)** *wanted (feminine)*	**vědět,** *to know,* **rozumět,** *to understand,* **zjistit,** *find out,*	**která církev je pravá.** *which church is true.* **jestli Bůh existuje.** *if God exists.* **co je pravda.** *what is truth.* **jestli Ježíš mě zná.** *if Jesus knows me.*

proto
that is why
tak
so

SUBJECT	PAST TENSE VERB	VERB + NOUN
On *He* **Já jsem** *I*	**se rozhodl(a)** *decided (feminine)* **začal(a)** *began (feminine)*	**navštevovat shromáždění.** *to visit church.* **následovat slovo Boží.** *to follow God's word.* **modlit se k Bohu.** *to pray to God.* **studovat písma.** *to study the scriptures.* **projevit víru v Krista.** *to demonstrate faith in Christ.*

EXPLAIN WHAT HAPPENED

SUBJECT	VERB	OBJECT
Joseph Smith *Joseph Smith* **On** *He* **Já jsem** *I (past tense)*	**viděl(a)** *saw (fem.)* **cítil(a)** *felt (fem.)*	**Boha a Ježíša Krista.** *God and Jesus Christ.* **Boží lásku.** *God's love.*

TRANSITION	PRONOUN	PAST VERB	PHRASE
Díky tomu, *Thanks to that,*	**on** *he* **já jsem** *I (past tense)*	**zjistil(a), že** *found out (feminine), that*	**Bůh má fyzické tělo.** *God has a physical body.* **Bůh odpovidá na modlitby.** *God answers prayers.* **písma jsou důležitá.** *the scriptures are important.*

APPLY THE EXPERIENCE

ADVERB	---	VERB	THAT	SUBJECT	VERB	OBJECT
Před tím, *Before that,* **Po tom,** *After that,*	**on** *he* **já jsem** *I*	**zjistil(a),** *found out (feminine)* **rozuměl(a),** *understood (feminine)*	**že** *that*	**Bůh** *God* **Ježíš Kristus** *Jesus Christ*	**slyší** *hears* **vede** *leads*	**svoje děti.** *His children.* **mě.** *me.*
Podobně, *Similarly,*	**můžete** *you can*	**zjistit,** *find out* **rozumět,** *understand*			**žehná** *blesses* **miluje** *loves*	**nás.** *us.* **vás.** *you.*

QUESTION	VERB	NOUN
Kdy *When* **Jak** *How*	**jste cítil(a)** *(have) you felt (fem.)* **cítíte** *(do) you feel (fem.)*	**Boží lásku?** *God's love?* **Ducha Svatého?** *the Holy Ghost?* **největší štěstí?** *the greatest happiness?* **pokoj v srdci?** *peace in the heart?*

State of Being – Být

Ano,
Yes,
Ne,
No,

Bůh	**je**	**Nebeský Otec.**
God	*is*	*Heavenly Father.*

Já	**My**	**(ne-)**	**jsem**	**jsme**	**bratr/bratři**	**?**
I	*We*	*(not)*	*(I) am*	*(we) are*	*brother/brothers*	*(raise voice)*
Ty	**Vy**		**jsi**	**jste**	**Syn**	
You (informal)	*You (formal/plural)*		*(you) are*	*(you) are*	*Son*	
On/Ona/To	**Oni/Ony**		**je***	**jsou**	**svědek**	
He/She/It	*They/They (fem.)*		*(he/she/it) is*	*(they) are*	*witness*	

Bůh
God
Ježíš Kristus
Jesus Christ
Duch Svatý
Holy Ghost
Kdo
Who

Všichni lidé
All people

***není**
he/she/it is not

Nebeský Otec
Heavenly Father
Spasitel
Savior
dítě/děti Boží
child/children of God
sestra/sestry
sister/sisters
dcera
daughter
rodina
family

Vy jste bratři?
Are you brothers?
Ano, jsme bratři.
Yes, we are brothers.
Ne, nejsme bratři.
No, we are not brothers.

Kdo je Nebeský Otec?
Who is Heavenly Father?
Bůh je Nebeský Otec.
God is Heavenly Father.

Function: Asking about and expressing a state of being
Context: Teaching God is Our Loving Heavenly Father

Scenario

You and your companion are walking towards your next appointment. On your way you notice a young man around 19-years old sitting on the sidewalk up ahead. As you get close enough he signals for you to come over. He asks, “I’ve seen you guys walking around lately. I have heard that you teach people about God. Who is He?”

1. Practice: In pairs, one of you take the role of the young man and the other fill the role of the missionary. Practice discussing who God and Jesus Christ are. In the meantime the teacher will be moving around among you, encouraging and giving help when necessary.

2. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

Scenario 1: You are meeting with a young family, and early on in your conversation the mother says, “I’m confused about all the different things I hear about God. Tell me what you believe about Him. ”

Scenario 2: You are riding on a city bus, sitting next to two women who are taking about how confusing and difficult life is. You feel impressed to share with them the truth about who they really are and who their Heavenly Father is.

Gender

Ano,
Yes,
Ne,
No,

Ten	**bratr**	**je**	**spravedlivý.**		
That	*brother*	*is*	*righteous.*		
Ten	**otec**		**spravedliv(ý)**	**no change**	**?**
That (masculine)	*father (m)*		*righteous*	*(m)*	*(raise voice)*
Tento	**bratr**	**je**	**čestn(ý)**		
This (m)	*brother (m)*	*is*	*honest*		
To	**miminko**		**vtipn(ý)**	**(é)**	
That (neuter)	*baby (n)*		*funny*	*(n)*	
Toto		**není**	**unaven(ý)**		
This (n)		*is not*	*sleepy*		
Ta	**sestra**		**andělsk(ý)**	**(á)**	
That (feminine)	*sister (f)*		*angelic*	*(f)*	
Tato	**dcera**		**zlat(ý)**		
This (f)	*daughter (f)*		*golden*		
			mil(ý)		
			kind		

Je ten bratr čestný?
Is that brother honest?
Ano, ten bratr je čestný.
Yes, that brother is honest.
Ne, ten bratr není čestný.
No, that brother is not honest.

Je tato sestra milá?
Is this sister kind?
Ano, tato sestra je milá.
Yes, this sister is kind.
Ne, tato sestra není milá.
No, this sister is not kind.

For adjectives, (ý) is the masculine ending, (é) is the neuter ending, (á) is the feminine ending.

Scenario

A member, Pavel, has invited you over for dinner so that you can meet one of his friends who is not a member. He tells you that the man's name is Michal and that he is Catholic, but not practicing. After dinner, Michal asks you about your family. You pull out a picture and describe each member of your family. You ask him to tell you about his family. Then you share your testimony that God is our Heavenly Father and we are God's children.

1. Practice: Working in pairs, with one of you taking the role of Michal and the other the missionary, each of you will describe your family using the grammar and vocabulary just learned plus any other vocabulary you may already know. Following the practice, switch roles and rotate partners, and do the activity a second time. Continue to rotate and re-practice as time allows.

2. Re-practice: Michal was touched by your message. The day after you had the dinner, you receive a text message from him, asking you to describe Heavenly Father. You get a chance to describe Heavenly Father, Jesus Christ, and the Book of Mormon.

Additional Scenario(s)

You meet a middle-aged man in the park on your way to district meeting. He has never learned about Christ or Heavenly Father. He asks, "What is God like?" Using the grammar from this and previous lessons, teach the man about Heavenly Father and Jesus Christ and share your testimony.

Possessive Pronouns

Ano,
Yes,
Ne,
No,
Vím, že…
I know that…
Věříte, že…?
Do you believe that…?
Čí je to ____?
Whose ____ is that?

Bůh	**je**	**můj**	**Nebeský Otec.**
God	*is*	*my*	*Heavenly Father.*

Bůh	**je**		**Nebeský Otec**
God	*is*		*Heavenly Father*
Ježíš Kristus	**(není)**		**Spasitel**
Jesus Christ	*(is not)*		*Savior*
Pán	**jsou**		**Vykupitel**
The Lord	*are*		*Redeemer*
Duch Svatý	**nejsou**		**Utěšitel**
The Holy Ghost	*are not*		*Comforter*
Satan			**kamarád**
Satan			*friend*
To			**nepřítel**
That			*enemy*

?
(raise voice)

Kdo...?
Who...?

Masculine

můj	**náš**
my	*our*
tvůj	**váš**
your	*your*
jeho	**jejich**
his/its	*their*
její	
her	

Neuter and Feminine

moje	**naše**
my	*our*
tvoje	**vaše**
your	*your*
jeho	**jejich**
his/its	*their*
její	
her	

světlo
light (n)
síla
strength (f)
skála
rock (f)
pomoc
help (f)
radost
joy (f)

Je Satan tvůj kamarád?
Is Satan your friend?
Ne, Satan není můj kamarád.
No, Satah isn't my friend.

Čí je to Otec?
Whose father is that?
On je můj Otec.
He is my father.

Function: Asking about and describing possession and ownership
Context: Discussing the nature of the Godhead

Scenario

While walking to your next appointment, you see a woman waiting for the bus. You decide to open your mouth and talk to her. She hears your accent, looks at your nametag, and says, “You can just stop there. God may exist, but he doesn’t come to the Czech Republic. He stopped caring about us a long time ago.” You feel that the best thing you can do is to teach and testify that God is her Heavenly Father.

1. Practice: Working in pairs, playing either the missionary or the potential investigator, practice discussing, teaching, and testifying of the Godhead using possessive pronouns.

2. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

While riding the metro to district meeting you sit next to an older man reading the newspaper. You invite him to listen to your message. He raises his hand and says, “My young friend, don’t waste your time with me. I’ve stopped believing in God. There is too much suffering, war, abuse … too much injustice for me to believe in a loving God. Though I wish it were otherwise, either He doesn’t exist or He is indifferent to our struggles.” Using the possessive adjectives as much as possible, share with him the truths about the reality of his Heavenly Father. With additional study and preparation, you can teach and testify of all the wonderful things God has given to us (and to him): our families, freedom of choice, hope of eternal life, our bodies, loved ones, etc.

Conceptual Practice: Czech vs. English Present Tense

Present tense in Czech encompasses all of the forms of English present tense seen below, i.e. “read”, “am reading”, “do read”, and “have been reading” are all translated as “read”. Decide how to say the example sentences according to Czech tense rules, and which English words will be omitted when said in Czech.

---

1. I read the Bible.
2. I am reading the Bible.
3. I do read the Bible.
4. I have been reading the Bible daily.
5. We pray daily.
6. Do you pray?
7. They are praying.
8. I speak Czech.
9. You are speaking Czech.
10. Why do you speak Czech?
11. Do you speak Czech?
12. I do speak Czech.
13. I am serving on a mission.
14. I serve the Czech people.
15. Do you have a testimony?
16. You do have a testimony.
17. Are you a member?
18. I am a member.
19. How long have you been a member?
20. I am here as a missionary.
21. I have been here for two months.
22. I am having some concerns.
23. Are you having any problems?
24. Do you have any questions?
25. They have many questions.
26. We are reading the Book of Mormon.
27. Do they seek the truth?
28. Are you reading the Book of Mormon?
29. They seek the truth.
30. Do you know English?
31. He understands.
32. They are seeking the truth.
33. I know English because I am American.
34. Do you understand?
35. Are you understanding?
36. We are praying daily.
37. I hear it.
38. Are you praying daily?
39. Are they seeking the truth?
40. Are you praying?
41. Do you hear me?
42. I hear you.
43. Are you hearing this?
44. I play soccer.
45. Do you play sports?
46. What do you do in your free time?
47. She is understanding well.
48. I do play sports.
49. We are praying daily.
50. What are you thinking?

Verb Conjugations

Ano, *Yes,*
Ne, *No,*
protože *because*
ale *but*
Co *What ?*
Kdo *Who ?*

Kniha Mormonova	**obsahuje**	**evangelium.**	**?**
The Book of Mormon	*contains*	*the gospel.*	*(raise voice)*

Já	**My**
I	*We*
Ty	**Vy**
You	*You (all)*
On / Ona	**Oni**
He / She	*They*

(ne-) *(not)*

Kniha Mormonova
The Book of Mormon
Poselství Knihy Mormonovy
The message of the Book of Mormon
Nebeský Otec
Heavenly Father
Ježíš Kristus
Jesus Christ
Lidé
People
Proroci
Prophets

učit
to teach
učit se
to learn
slyšet
to hear
nosit
to bring

dávat
to give
poslouchat
to listen / obey
odpovídat*
to answer

obsahovat
to contain
objasňovat
to clarify
vysvětlovat
to explain

-it, -et endings	
-ím	**-íme**
-íš	**-íte**
-í	**-í**

-at ending	
-ám	**-áme**
-áš	**-áte**
-á	**-ají**

-ovat ending	
-uji	**-ujeme**
-uješ	**-ujete**
-uje	**-ují**

nauku Krista
the doctrine of Christ
pravdu
(the) truth
slovo Boží
the word of God
plán spasení
the plan of salvation
víru v Krista
faith in Christ
pokání
repentance
(*na) otázky duše
the questions of the soul
(*na) naše modlitby
our prayers
křest ponořením
baptism by immersion
dar Ducha Svatého
the gift of the Holy Ghost

Co vysvětluje Kniha Mormonova?
What does the Book of Mormon explain?
Vysvětluje nauku Krista.
It explains the doctrine of Christ.
Objasňuje nauku Krista.
It clarifies the doctrine of Christ.

Odpovídá Kniha Mormonova na otázky duše?
Does the Book of Mormon answer the questions of the soul?
Ano, Kniha Mormonova odpovídá na otázky duše.
Yes, the Book of Mormon answers the questions of the soul.
Ano, ale lidé neposlouchají.
Yes, but people don't listen.

Function: Asking about and describing actions and events
Context: Discussing the Message of The Book of Mormon

Scenario

You are in your first appointment with Libor (or Lucie) and have just shared with him (her) background on The Book of Mormon and Joseph Smith. Discuss with him (her) its central message and its doctrine, and how this book can be an invaluable part of his (her) life.

1. Preparation: Take a couple of minutes to find an appropriate passage or two you can read together with Libor (Lucie) as they teach about The Book of Mormon.

2. Practice: Working in companionships, and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary you may know up to this point, discuss with Libor (Lucie) the message and importance of The Book of Mormon. With one of you taking the role of Libor (Lucie) and the other the missionary, discuss, testify, invite and promise blessings.

3. Re-practice: Switch roles, and rotate practice companions, and repeat the activity.

Additional Scenario(s)

Last week the teacher of the Gospel Essentials class asked you to teach for her on the message of the Book of Mormon. After you finish the lesson, a newly baptized member of the Church asks if he/she can ask you a few questions about The Book of Mormon. Take a few minutes to listen to and discuss his/her questions. Discuss the importance of the message of The Book of Mormon, how it can help each of us receive personal revelation, and what it means for all of us. One missionary takes the role of the class member and the other the missionary.

Helping Verbs – To Should + Infinitive

	Mám *I should*		**následovat** *(to) follow*	**Boha.** *God.*	

(Ne-) *(Not)*	**Mám** *I should*	**Máme** *We should*	**znát** *(to) know*	**Boha** *God*	**?** *(raise voice)*
	Máš *You (sing.) should*	**Máte** *You (pl.) should*	**získat** *(to) gain / receive*	**proroka** *prophet*	
	Má *He/She should*	**Mají** *They should*	**následovat** *(to follow*	**pokrok** *progress*	
			učit *(to) teach*	**evangelium** *gospel*	
			činit *(to) make*	**hmotné tělo** *physical body*	
				pokání *repentance*	
				pravdu *truth*	
				zkušenost *experience*	

Ano,
Yes,
Ne,
No,
Proč...?
Why…?
protože
because

Během života na zemi …
During life on earth …
Protože nás Nebeský Otec miluje…
Because Heavenly Father loves us …
Proroci učili, že…
The prophets taught that …

Máme evangelium znát?
Should we know the gospel?
Ano, máme znát evangelium.
Yes, we should know the gospel.
Ano, protože máme činit pokrok.
Yes, because we should make progress.

Proč mám činit pokání?
Why should I make repentance (repent)?
Protože proroci učili, že máme činit pokání.
Because the prophets taught that we should make repentance.

Scenario

While you are teaching the first lesson, Samuel says that he is interested in what the prophets teach and wants to know why those things are important to us right now. He says that he often wonders why he is here on the earth and what the purpose of his existence here is. He is interested to learn what the prophets have to say about these questions.

1. Practice: Working in pairs, one of you will teach your companion (Samuel) what the prophets have taught about our life on this earth. Read the scriptures together and talk about things that we should do during this life using the helping verb mít, as much of the vocabulary from the lesson as possible, and any other words you may know. After teaching Samuel this principle, find out if he has any questions about what you have taught.

2. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

You are teaching a Gospel Essentials class in Church and a member of the class asks the question:

What really is the purpose of this life with all of its difficulties?

Rather than just give him answers, use questions to teach as many of the truths as you can from the vocabulary in this lesson and other words you may know.

Helping Verbs – To Can + Infinitive

Ano,
Yes,
Ne,
No,
Jak...?
How...?
a
and
Díky usmíření Ježíše Krista …
Thanks to the Atonement of Jesus Christ...

Dáte se pokřtít?
Will you be baptized?

	Můžete *You can*		**přijmout** *(to) accept*	**dar Ducha Svatého.** *the gift of the Holy Ghost.*	
(Ne-) *(Not)*	**Můžu** *I can*	**Můžeme** *We can*	**následovat** *(to) follow*	**Boha** *God*	**?** *(raise voice)*
	Můžeš *You (sing.) can*	**Můžete** *You (pl.) can*	**mít** *(to) have*	**pokrok** *progress*	
Satan *Satan*	**Může** *He/She can*	**Můžou** *They can*	**přijmout** *(to) receive*	**dar Ducha Svatého** *the gift of the Holy Ghost*	
Petr *Peter*			**činit** *(to) make / do*	**evangelium** *gospel*	
			získat *(to) gain / receive*	**pokání** *repentance*	
				víru *faith*	
				zkušenost *experience*	
			vytrvat *(to) endure*	**do konce** *to the end*	

Můžu činit pokání?
Can I make repentance (repent)?
Ano, můžete činit pokání.
Yes, you can make repentance (repent).
Ano, a můžete vytrvat do konce.
Yes, and you can endure to the end.

Může Satan činit pokání?
Can Satan make repentance (repent)?
Ne, Satan nemůže činit pokání.
No, Satan cannot make repentance (repent).

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching The Gospel of Jesus Christ

Scenario

You are meeting for the first time with a former investigator named Alena. Alena was very interested in the missionaries' message. She lost contact with the missionaries when the proselyting area closed. She was excited when you contacted her and seems eager to learn more. Sensing her eagerness, you decide to teach her about your missionary purpose (the doctrine of Christ), and invite her to follow Christ by being baptized. (See Preach My Gospel pg. 54 for the baptismal invitation.)

1. Practice: Use the grammar from this lesson to teach the doctrine of Christ. Incorporate the baptismal invitation (PMG, 54) and any previously learned grammar, vocab, and phrases to help Alena accept the invitation to be baptized. Take adequate time to allow each of you to play both roles.

2. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

Part I – 15 minutes: The branch president asked you to visit the Nováková (a less-active family), get acquainted with them, and discuss how they feel about the gospel and the blessings they have received as a result of their membership in the Church. Teach them things they can do to receive the blessings of living according to the doctrine of Christ. One missionary will take the role of Brother / Sister Novák and the other the missionary. Switch and re-practice.

Part II – 5-7 minutes: Rotate practice companions. One of you will take the role of the branch president and the other the missionary. Report to the branch president and tell him about your experience (i.e. what you taught them). Switch and re-practice.

Helping Verbs – To Want + Infinitive

Ano,
Yes,
Ne,
No,
Proč...?
Why…?
protože
because
a
and

	Chci *I want*		**sloužit** *to serve*	**Pánu.** *the Lord.*	
(Ne-) *(Not)*	**Chci** *I want*	**Chceme** *We want*	**sloužit** *to serve*	**Pánu** *the Lord*	**?** *(raise voice)*
	Chceš *You (sing.) want*	**Chcete** *You (pl.) want*	**pomáhat** *to help*	**Bohu** *God*	
Satan *Satan*	**Chce** *He/She wants*	**Chtějí** *They want*	**rozumět** *to understand*	**lidem** *people*	
Lucie *Lucy*				**druhým** *others*	
			následovat *to follow*	**Ducha** *the Spirit*	
			získávat *to receive*	**zkušenosti** *experiences*	
			dodržovat *to keep*	**přikázání** *the commandments*	
			poslouchat *to listen/obey*	**pravidla** *the rules*	
			pozvat *to invite*		

Proč kážete evangelium?
Why do you preach the gospel?
Co chcete dělat jako misionář?
What do you want to do as a missionary?

Chtějí pomáhat lidem?
Do they want to help people?
Ano, chtějí pomáhat lidem.
Yes, they want to help people.
Ano, a chtějí rozumět lidem.
Yes, and they want to understand people.

Proč kážete evangelium?
Why do you preach the gospel?
Protože chci sloužit Bohu.
Because I want to serve God.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Discussing the Missionary Purpose

Scenario

Bratr Tichý, the new branch mission leader, invited you to his apartment for dinner. In order to gain his trust, you and your companion want Bratr Tichý to understand your dedication to and love for the Czech people and the Lord's work. During dinner, he asks you why you are serving a mission and what your purpose is.

1. Practice: In pairs, with one of you taking the role of Bratr Tichý, discuss the missionary purpose and bear your testimony. Also, take the opportunity to ask Bratr Tichý about his purpose as the branch mission leader. Use the grammar principle and vocabulary of this lesson and any other vocabulary you may know.

2. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

You are at Zone Conference and your mission president asks all the new missionaries (you) to stand and introduce themselves. He asks you to share your feelings about the missionary purpose and what you want to accomplish while you're serving.

Helping Verbs – To Need + Infinitive

Ano,
Yes,
Ne,
No,
Proč...?
Why…?
protože
because

	Potřebuje *He needs*		**dodržovat** *to keep*	**závazky.** *commitments.*	
(Ne-) *(Not)*	**Potřebuji** *I need*	**Potřebujeme** *We need*	**přijít** *to come*	**na shromáždění** *to Sacrament meeting*	**?** *(raise voice)*
	Potřebuješ *You (sing.) need*	**Potřebujete** *You (pl.) need*	**činit** *to make*	**ke Kristu** *unto Christ*	
	Potřebuje *He/She needs*	**Potřebují** *They need*	**získat** *to gain / to receive*	**pokrok** *progress*	
			číst *to read*	**pokání** *repentance*	
			dodržovat *to keep*	**svědectví** *a testimony*	
				víru *faith*	
				Bibli *Bible*	
				Knihu Mormonovu *The Book of Mormon*	
				písma *the scriptures*	
				závazky *commitments*	

Potřebují číst písma?
Do they need to read the scriptures?
Ano, potřebují číst písma.
Yes, they need to read the scriptures.
Ne, potřebují získat víru.
No, they need to gain faith.

Potřebuji přijít na shromáždění?
Do I need to come to Sacrament meeting?
Ano, potřebujete přijít na shromáždění.
Yes, you need to come to Sacrament meeting.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Discussing the Needs of Investigators

Scenario

Two missionaries in the last week of their transfer have just met for the first time with a former investigator, Jan. Soon after the meeting, they find out that they will both be transferred out of the area. The missionaries sit down to discuss Jan's needs so they can write useful and detailed notes in the Area Book.

1. Practice: 10 Minutes

Missionary A: Take the role of an outgoing missionary. Using grammar and vocabulary from previous lessons, get to know Jan by asking about his beliefs about God and Jesus Christ, his experience with the missionaries, and his family.

Missionary B: Take the role of the investigator and discuss the questions.

Re-practice: When finished, switch roles and partners with another companionship.

2. Apply: 10 Minutes

As a missionary companionship, discuss Jan's needs you perceived as you met with him. Also discuss what steps you'll take to help him. After your discussion, record your impressions in the Area Book or your planner.

Re-practice: Repeat as time allows – now, or again in the future.

Additional Scenario(s)

At church on Sunday, the Branch President asks you to give him a brief report on the needs of your investigators. He explains that his family wants to pray for them individually according to their needs. Discuss with your companion what each investigator needs, and write a brief report for the Branch President.

Past Tense – L-form of Muset and Potřebovat

Já	**jsem**	**musel**	**ptát se Boha v modlitbě.**
I	*(subject indicator)*	*"had to" (must)*	*ask God in prayer.*

Ano, *Yes,*
Ne, *No,*
Proč *Why…?*
protože *because…*

Já	**My**
I	*We*
Ty	**Vy**
You	*You (all)*
On / Ona	**Oni**
He / She	*They*

jsem	**jsme**
jsi	**jste**
---	**---**

(ne-) *(not)*

muse-t *had to* + l
potřebova-t *needed* + l

- / a	**i / y**
- / a	**i / y**
- / a / o	**i / y**

Gender and number endings

číst písma denně *read the scriptures daily*
ptát se Boha v modlitbě *ask God in prayer*
prosit o odpověď' *ask for an answer*
chodit na shromáždění *go to church (regularly)*
být pokorný (-á, -í) *be humble*
čekat na odpověď' *wait for an answer*
poslouchat Ducha *listen to the Spirit*

? *(raise voice)*

(Ne-) *(Not)*

Muse-t *Had to* + l
Potřebova-t *Needed* + l

- / a	**i / y**
- / a	**i / y**
- / a / o	**i / y**

Gender and number endings

jsem	**jsme**
jsi	**jste**
---	**---**

Subject indicator

In Czech, the subject is often not stated explicitly in the sentence when it is implied by the subject indicator.
The subject indicator must remain in the 2nd position in the sentence

---

Musel jsi čekat na odpověď'?
Did you have to wait for an answer?
Ano, musel jsem čekat na odpověď'.
Yes, I had to wait for an answer.
Ne, nemusel jsem čekat na odpověď'.
No, I did not have to wait for an answer.

Proč jste potřebovala čekat na odpověď'?
Why did you need to wait for an answer?
Protože jsem musela poslouchat Ducha.
Because I had to listen to the Spirit.

The L-form must match the subject's quantity and gender. Add the appropriate ending to the L-form using the table above.

Scenario

Pavel has a strong belief in God, and has been searching for the truth for a long time. When you asked what he has done to find the truth, he explained that he has been waiting for direction from God. You teach him the message of the Restoration, focusing on teaching for understanding. After you teach him about the Book of Mormon and invite him to read it, he says, “That sounds very interesting, but how can I know that it’s not just another book?” You feel like you should share your personal experience of gaining a testimony of the Book of Mormon.

1. Preparation: Take a couple of minutes to practice with your companion what you would say to Pavel. Think about your own experience in gaining a testimony and contribute your own additional phrases to those provided in this lesson.

2. Re-practice: Get in groups of two, not necessarily with your companion. Take a turn teaching the other as Pavel (or Pavla). Share your testimony of the truthfulness of the message of the Restoration.

3. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

Your investigator, Alena, has been struggling to keep commitments, even though she has expressed her desire to gain a spiritual witness of the Book of Mormon. You feel it would help to share your personal experience with seeking to gain a testimony of the truth. Get in pairs and take turns teaching each other as Alena. Ask her questions to make sure she understands what she must do.

Past Tense L-form – Chtít, Mít, Moct, and Číst

	My		**jsme**				**chtěli**				**vědět o Josephu Smithovi.**
	We		*(subject indicator)*				*wanted*				*to know about Joseph Smith.*
Ano,	**Já**	**My**	**jsem**	**jsme**	**(ne-)**	~~**chtít**~~	**chtěl**	**+**	**- / a**	**i / y**	**vědět o Josephu Smithovi** **?**
Yes,	*I*	*We*	**jsi**	**jste**	*(not)*		*wanted*		**- / a**	**i / y**	*to know about Joseph Smith* *(raise voice)*
Ne,	**Ty**	**Vy**	**---**	**---**		~~**mít**~~	**měl**		**- / a / o**	**i / y**	**ptát se Boha v modlitbě**
No,	*You*	*You (all)*					*had*		*Gender and number endings*		*ask God in prayer*
Proč	**On / Ona**	**Oni**				~~**moct**~~	**mohl**				**zjistit to, která církev je pravdivá**
Why…?	*He / She*	*They*					*was able to*				*find out which church is true*
Protože	**Joseph Smith**					~~**číst**~~	**četl**				**prosit o odpověď'**
Because…	*Joseph Smith*						*read*				*ask for an answer*
											Bibli
											the Bible
											Jakub kapitola 1 verš 5
											James chapter 1 verse 5
											otázku
											a question
											vidění Boha a Ježíše Krista
											a vision of God and Jesus Christ

(Ne-)	**Chtěl**	**+**	**- / a**	**i / y**	**jsem**	**jsme**
(Not)	*Wanted*		**- / a**	**i / y**	**jsi**	**jste**
	Měl		**- / a / o**	**i / y**	**---**	**---**
	Had		*Gender and number endings*		*Subject indicator*	
	Mohl					
	Was able to					
	Četl					
	Read					

Joseph Smith mohl ptát se Boha v modlitbě?
Could Joseph Smith ask God in prayer?
Ano, on mohl ptát se Boha v modlitbě.
Yes, he could ask God in prayer.

Proč Joseph Smith četl Bibli?
Why did Joseph Smith read the Bible?
Protože on měl otázku.
Because he had a question.
Protože on chtěl zjistit to, která církev je pravdivá.
Because he wanted to find out which church is true.

Function: Narrating experiences and telling stories
Context: Sharing the Joseph Smith story

Scenario

Petr is a referral from a member named Jan. Jan explained that Petr saw something on TV about Joseph Smith and has been asking him about it, so he invited him to a meeting with the missionaries so they could answer his questions.

1. Prepare: Take a couple of minutes to practice with how you would explain Joseph Smith's first vision to Petr. Think about your own experience in gaining a testimony of Joseph Smith and prepare to share what you did to gain that testimony. Use what you learned in the last board display for past tense.

2. Practice: Get in groups of three, not necessarily with your companions. Take a turn as Petr (Petra), Jan (Jana), or the missionary. Explain the Joseph Smith story, including asking and answering questions about Joseph Smith.

3. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

Scenario 1: You meet a young man in the park and introduce yourselves to him. He says, "I don't want to be rude, but religion is something for my grandparents. I don't really care if God talked to some old men 2,000 years ago. Nobody really believes God talks to us today, so why should I spend my time worrying about it?" In groups of two, have missionaries take turns playing the missionary and the potential investigator and tell about Joseph Smith's first vision.

Scenario 2: With additional study and vocabulary, missionaries can teach the entire restoration.

Imperfective verbs emphasize a process or an ongoing, habitual, or repeated action. Perfective verbs emphasize completion of an action or finality of a process, and therefore cannot express the present tense. Decide whether each sentence requires an imperfective or perfective verb.

---

1. Will you read the Book of Mormon every day?
2. Can we stop by tomorrow night?
3. Yes, I will read this chapter tonight.
4. The Holy Ghost teaches truth.
5. We pray daily.
6. Will you say the closing prayer?
7. I read that chapter last night.
8. Will you hold regular family prayer?
9. The Atonement provides a way to repent.
10. Do you go to church?
11. Christ established His Church.
12. Will you live the Law of Tithing?
13. God prepared a plan for us.
14. I prayed, and God answered my prayer.
15. Do you pray?
16. God called a prophet in our time.
17. Will you come to church on Sunday?
18. I'll come at 7 o'clock.
19. Will you read this verse?
20. She works every day.
21. We are reading the Book of Mormon.
22. They drink and smoke.
23. Heavenly Father blesses us for obedience.
24. Why do you pray?
25. We can return to live with God.
26. Christ gave his apostles authority.
27. A modern prophet gives us counsel.
28. The gospel strengthens families.
29. Do you believe in God?
30. The prophet directs the Church today.
31. She'll read the pamphlet before Friday.
32. Joseph studied the Bible to find the truth.
33. Will you invite your friend to come?
34. We strive to follow the Spirit.
35. Are they reading the Book of Mormon?
36. I will learn the First Vision in Czech.
37. What happened?
38. We'll stop by Saturday morning.
39. God calls prophets in every dispensation.
40. If you will pray, God will answer you.

Future Tense – Imperfective vs. Perfective

	Budu *I will*		**číst** *(to) read*	**Knihu Mormonovu** *the Book of Mormon*	**každý den.** *every day.*	
Ano, *Yes,* **Ne,** *No,* **ale** *but*	**(ne-)** *(not)*	**Budu** *I will*	**Budeme** *We will*	**číst** *(to) read*	**Knihu Mormonovu** *the Book of Mormon*	**každý den** *every day*	**?** *(raise voice)*
		Budeš *You (sing.) will*	**Budete** *You (pl.) will*	**se modlit** *(to) pray*	**Bibli** *the Bible*	**každý večer** *every evening*	
		Bude *He/She will*	**Budou** *They will*		**k Bohu** *to God*	**často** *often*	
	(ne-) *(not)*	**Přečtu** *I will read*	**Přečteme** *We will read*		**tento verš** *this verse*	**teď** *now*	
		Přečteš *You will read*	**Přečtete** *You will read*		**kapitolu 10** *chapter 10*	**dnes večer** *tonight*	
		Přečte *He/She will read*	**Přečtou** *They will read*		**dvě/tři/čtyři kapitoly** *two/three/four chapters*	**zítra** *tomorrow*	
		Pomodlím se *I will pray*	**Pomodlíme se** *We will pray*		**k Bohu** *to God*	**v neděli** *on Sunday*	
		Pomodlíš se *You will pray*	**Pomodlíte se** *You will pray*		**o Josephu Smithovi** *about Joseph Smith*	**do pondělí** *by Monday*	
		Pomodlí se *He/She will pray*	**Pomodlí se** *They will pray*		**ohledně Knihy Mormonovy** *concerning the Book of Mormon*		

Budete se modlit k Bohu každý večer?
Will you pray to God every evening?
Ano, budu se modlit k Bohu každý večer.
Yes, I will pray to God every evening.
Ano, ale nebudu se modlit o Josephu Smithovi.
Yes, but I will not pray about Joseph Smith.

Přečtou kapitolu 10 zítra?
Will they read chapter 10 tomorrow?
Ano, přečtou kapitolu 10 zítra.
Yes, they will read chapter 10 tomorrow.
Ne, nepřečtou kapitolu 10 zítra.
No, they will not read chapter 10 tomorrow.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Extending and Receiving Commitment Invitations

Scenario

You are teaching Ivo for the first time. When you met Ivo in the Metro, he seemed very positive and open to hearing your message. During this visit you focused on the importance of receiving revelation through prayer and the Book of Mormon. Invite him to make and keep commitments so that he can gain a personal testimony.

1. Practice: In pairs, with one of you taking the role of Ivo, invite Ivo to make and keep commitments that will help him gain a testimony. Use the grammar principle and vocabulary of this lesson plus principles and vocabulary from any previous lessons, to invite him to do these things and promise appropriate blessings.

2. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

You have been teaching a newly married couple, Josef and Klára, for a couple of weeks now. In this visit, you have just taught them about eternal families and the importance of family prayer. Testify, promise them blessings that can be theirs as they hold regular family prayer, and invite them to gain a testimony by committing to daily family prayer.

Future Tense – Jestli

Jestli *If*		**budete** *you will*	**číst Knihu Mormonovu,** *read the Book of Mormon,*		**budete** *you will*	**vědět, že je slovo Boží .** *know that it is the word of God.*	
Jestli *If*	**(ne-)** *not*	**budete** *you will* **budu** *I will*	**číst Knihu Mormonovu,** *read the Book of Mormon,* **se modlit denně,** *pray daily,* **mít víru,** *have faith,* **chodit na shromáždění,** *go to (attend) church,* **dodržovat přikázání,** *keep the commandments,* **žít podle Slova Moudrosti,** *live according to the Word of Wisdom,*	**(ne-)** *not*	**budete** *you will* **budu** *I will*	**cítit pokoj** *feel peace* **veden (-a, -i) Duchem** *led by the Spirit* **vědět, že je slovo Boží** *know that it is the word of God* **vědět, že KM je pravdivá** *know that the BoM is true* **cítit Ducha Svatého** *feel the Holy Ghost*	**?** *(raise voice)*
Jestli *If*	**(ne-)** *not*		**přečtete tuto kapitolu,** *you will read this chapter,* **přijdete na shromáždění,** *you will come to church,* **se pomodlíte,** *you will pray,*	**(ne-)** *not*		**získáte odpověď** *you will receive an answer* **získáte potvrzení** *you will receive a confirmation* **poznáte pravdu** *you will come to know the truth* **pocítíte Ducha** *you will feel the Spirit*	

Ano,
Yes,
Ne,
No,
Proč…?
Why…?
protože…
because…
Dobře!
Good (Well)!

Jestli budu chodit na shromáždění, budu cítit Ducha Svatého?
If I will go to (attend) church, will I feel the Holy Ghost?
Ano, jestli budete chodit na shromáždění, budete cítit Ducha Svatého.
Yes, if you will go to (attend) church, you will feel the Holy Ghost.

Přečtete tuto kapitolu?
Will you read this chapter?
Dobře! Jestli přečtete tuto kapitolu, pocítíte Ducha.
Good! If you will read this chapter, you will feel the Spirit.

Function: Asking and answering questions of cause and effect
Context: Helping others make and keep commitments by promising blessings

Scenario

You are teaching Tomáš for the first time. Tomáš has shown a lot of interest during the lesson, but has been a bit hesitant to commit himself to anything. After teaching about The Book of Mormon and inviting him to pray to know of its truthfulness, he hesitates and says, “I’ll try.”

1. Practice: One of you will take the role of Tomáš and practice promising specific blessings that can come by obtaining a witness of the truthfulness of the Book of Mormon. Use the grammar principle and vocabulary of this lesson and any other vocabulary you may know to promse blessings, especially from your own experiences, testifying and inviting, to encourage Tomáš to pray and ask.

2. Re-practice: Switch roles, rotate practice companions, and repeat the activity a second time.

Additional Scenario(s)

Yesterday, you taught Veronika the commandment to live the Word of Wisdom and invited her to come to church with you this Sunday. Today, you stop by her apartment while she is at work to leave a follow-up note, reaffirming your testimony that she can receive blessings as she keeps her commitments. Write the note using the grammar principle and vocabulary of this lesson, and anything else you know, to promise specific blessings. Also, remind her to take some time to read the assignment in The Book of Mormon, promising additional blessings.

Practice deciding to which case each word in the sentence belongs. Nominative (1st) case is for the subject of the sentence, and for the object of the verb "to be". Genitive (2nd) case is used to express "of." Dative (3rd) case is for the indirect object of the sentence and answers the question "to whom or for whom is the action intended?" Accusative (4th) case is for the direct object of the sentence and answers the question "what is being verbed?" Identify and label each word in the sentence with the appropriate case

---

1. I am a missionary.
2. God is our Heavenly Father.
3. The Church of Jesus Christ is true.
4. The Holy Ghost is a guide.
5. The gift of the Holy Ghost is precious.
6. God loves us because we are His children.
7. We can know the truth of all things.
8. Heavenly Father sent His Son.
9. Baptism symbolizes the death and resurrection of Jesus Christ.
10. Repentance is the second principle of the Gospel.
11. We must continually develop Christ like attributes.
12. The Holy Ghost tells us the truth.
13. God promises us blessings.
14. I have a testimony of Jesus Christ.
15. Do you have a copy of the Book of Mormon?
16. I will give you the pamphlet.
17. We are God's children.
18. They want to know the truth.
19. The purpose of this life is to prepare to meet God.
20. We are members of the Church of Jesus Christ.
21. Will you read this chapter?
22. We can return to God.
23. God gives prophets authority to perform ordinances.
24. Adam was the first prophet.
25. People rejected the word of God.
26. Heavenly Father and Jesus Christ revealed themselves to Joseph Smith.
27. Jesus Christ called apostles.
28. Joseph Smith translated the Book of Mormon.
29. They revealed the truth to Joseph Smith.
30. The Book of Mormon contains the fullness of the Gospel.
31. The Gospel brings us blessings.
32. God gave us the freedom of choice.
33. Charity is the pure love of Christ.
34. The Atonement provides us the way to repent.
35. I will read you these verses.
36. Heavenly Father gives us His word.

Fourth Case

Bůh *God*		**poslal** *sent*	**Ježíše.** *Jesus.*		
Bůh *God*	**(ne-)** *(not)*	**povolal(i)** *called (plural subject)*	**apoštol** *apostle*	**+ a**	**?** *(raise voice)*
Ježíš *Jesus*		**dal(i)** *gave*	**Duch** *The Spirit*		
Duch Svatý *The Holy Ghost*		**poslal(i)** *sent*	**B~~ůh~~** *God*	**+ oha**	
Satan *Satan*		**vykonal(i)** *performed*	**Ježíš** *Jesus*	**+ e**	
Apoštol(ové) *Apostle(s)*		**založil(i)** *established*	**muž** *a man*		
Petr *Peter*		**učil(i)** *taught*	**život** *life*	*(no change)*	
Pavel *Paul*			**zázrak** *miracle*		
			usmíření *the Atonement*	*(no change)*	
			evangelium *gospel*		
			pravd~~a~~ *truth*	**+ u**	
			církev *church*	*(no change)*	

Ano,
Yes,
Ne,
No,
Vím, že...
I know that...

Dal Ježíš život?
Did Jesus give life?
Ano, Ježíš dal život.
Yes, Jesus gave life.

Poslal Ježíš Boha?
Did Jesus send God?
Ne, Bůh poslal Ježíše.
No, God sent Jesus.

Function: Asking about and describing actions and events
Context: Discussing The Savior's Earthly Ministry and Atonement

Scenario

While you are out finding, you meet Nina, a strong believer in God. After you introduce yourselves, she expresses confusion about who Jesus Christ really is. She's heard so many different opinions about his role. Take the opportunity to discuss the truths of the Christ's role as our Savior.

1. Prepare: Discuss with a partner the principles that would be important to teach Nina. Discuss what Nina needs to know, feel, and do following your teaching. Find one scripture that you will share to help teach this principle. Decide what additional vocabulary you'll need to meet Nina's needs. Figure out how to correctly use 4th case as you teach and discuss.

2. Practice: Teach Nina about the Savior's earthly ministry. Read the scripture together and talk about the role of the Savior using 4th case and as much of the vocabulary from the lesson as possible, plus other words you may know. After teaching Nina this principle, bear your testimony that what you taught is true. Then switch roles and practice again.

Additional Scenario(s)

On Friday night, the Sunday School President calls you and asks you to substitute on Sunday. He tells you that the topic is prophets. In order to be well prepared, you decide to write a lesson plan describing the role of prophets. Focus on using 4th case correctly and using simple bullet points to outline your lesson.

Third Case – Indirect Objects

Ježíš *Jesus*	**Petrovi** *to Peter*			**dal** *gave*	**klíče.** *the keys.*			
Ano, *Yes,* **Ne,** *No,* **Vím, že...** *I know that...*	**Bůh** *God* **Petr** *Peter* **Satan** *Satan* **Ježíš** *Jesus*	**mi** *to me** **ti** *to you* **mu** *to him* **jí** *to her*	**nám** *to us* **vám** *to you* **jim** *to them*	**(ne-)** *(not)*	**vykonal** *performed* **poslal** *sent* **založil** *established* **dal** *gave*	**apoštola(-y)** *apostle(s)* **proroka(-y)** *prophet(s)* **Ježíše** *Jesus* **život** *life*	**Ježíše Krista** *of Jesus Christ* **Boží** *of God (God's)*	**?** *(raise voice)*
	Prorok *The prophet* **Kdo...?** *Who...?*	**Petrovi** *to Peter* **komu…?** *to whom…?*	**všem lidem** *to all people* **Svým dětem** *to His children*		**předal** *conferred* **hlasal** *preached* **pravil** *spoke* **povolal** *called*	**klíče** *keys* **Usmíření** *the Atonement* **evangelium** *gospel* **pravdu** *truth* **pravomoc** *authority* **církev** *the church*		

Ježíš nám dal život?
Did Jesus give us life?
Ano, Ježíš nám dal život.
Yes, Jesus gave us life.

Satan vám pravil pravdu?
Did Satan speak the truth to you?
Ne, Satan mi nepravil pravdu.
No, Satan did not speak the truth to me.

Kdo Petrovi dal klíče?
Who gave Peter the keys?
Ježíš Petrovi dal klíče.
Jesus gave Peter the keys.

**The "to me/you" etc. construction can also be translated as "for me/you" etc., as in "Ježíš nám vykonal Usmíření" (Jesus for us performed the Atonement).*

Function: Asking about and describing actions and events
Context: Discussing the Great Apostasy

Scenario

You and your companion are teaching an investigator that has a hard time understanding the importance of dispensations and apostasies. He claims that there is no need for prophets today because Christ has already taught us all that we need to know in order to be saved.

1. Practice:

Missionary A - You will take the role of the missionary. Teach your investigator the doctrine of the Great Apostasy. Ask effective questions to see if the investigator understands the role of prophets and apostles and the importance of authority.

Missionary B - You will take the role of the investigator. Give your response to missionary A according to what you understand from his/her explanation.

Additional Scenario(s)

Today you are on an exchange with a member of the branch. You are going to visit a newly baptized member to teach him (or her) the doctrine of Lesson 1. You take the role of the missionary and your companion will take the role of the newly baptized member. Teach him (or her) the doctrine of the Great Apostasy and discuss why it is important. At the conclusion of the scenario, switch roles and then rotate practice companions and repeat the scenario.

Second Case – Of

	Oběť *The sacrifice*	**Ježíše** *of Jesus*			**dává naději.** *gives hope.*	
Ano, *Yes,* **Ne,** *No,*	**Oběť** *The sacrifice* **Víra** *The faith* **Láska** *The love* **Svědectví** *The testimony* **Usmíření** *The Atonement* **Zodpovědnost** *Responsibility* **Učení** *The teaching*	**prorok** *of the prophet* **Duch** *of the Spirit* **Ježíš** *of Jesus* **misionář** *of the missionary(m)* **matk-~~a~~** *of the mother* **misionářk-~~a~~** *of the missionary(f)* **písm-~~o~~** *of the scripture* **evangeli-~~um~~** *of the gospel*	**+a** **+e** **+y** **+a**	**(ne-)** *(not)*	**dává naději** *gives hope* **pomáhá lidem** *helps people* **posiluje rodinu** *strengthens the family* **přináší požehnání** *brings blessings* **přináší pokoj** *brings peace* **učí pravdu** *teaches truth* **nás osvobozuje od hříchů** *frees us from sins* **přináší odpuštění** *brings forgiveness*	**?** *(raise voice)*

Víra misionářky pomáhá lidem?
Does the faith of the missionary(f) help people?
Ano, víra misionářky pomáhá lidem.
Yes ,the faith of the missionary(f) helps people.

Usmíření Ježíše přináší odpuštění?
Does the Atonement of Jesus bring forgiveness?
Ano, usmíření Ježíše přináší odpuštění.
Yes, the Atonement of Jesus brings forgiveness.

Function: Asking about and expressing possession and ownership
Context: Discussing Blessing of the Restored Gospel

Scenario

You are teaching Dalibor for the first time. Dalibor is very kind to you, but he seems unsure of the immediate, personal importance of the gospel in his life.

1. Prepare: Take a few minutes to think about blessings of the gospel and where they come from. Add extra vocabulary and phrases as needed. Also, find a scripture that will help Dalibor see and feel the blessings and importance of the gospel.

2. Practice: In pairs, each of you will have a chance to play the role of Dalibor as your companion teaches. Promise specific blessings that come from living the gospel, focusing on using 2nd case and any other familiar grammar and vocabulary.

3. Re-practice: Switch roles, rotate practice companions, and repeat the activity.

Additional Scenario(s)

You are visiting a newly baptized member named Erika. As you discuss the changes she's seen since baptism and confirmation, she hesitantly shares some concerns. Erika fears that she won't be able to stick to the gospel life she's committed to live. Share with her the blessings of living the gospel, focusing on phrases that use 2nd case. Think of a scripture you can share to help her see the blessings that come from living the gospel.

Aby can be translated as “so that” or “in order that.” Practice saying the sentences below with Czech grammar in English. Decide where to use a form of *aby*.

---

1. We are on earth to prepare to meet God.
2. God calls prophets to teach us His will.
3. Christ died so we can live.
4. We ask Thee to bless us with patience.
5. God sent us to earth to learn and grow.
6. What can we do to help you?
7. We’ll call you to confirm the appointment.
8. Physical death is necessary to become perfect.
9. God established families to bring happiness to His children.
10. Our faith in Christ leads us to repent.
11. Allow me to introduce myself.
12. God called prophets to teach us His plan.
13. Heavenly Father wants us to return to live with Him.
14. Joseph studied the Bible to find answers to his questions.
15. God commands us to pray to Him.
16. Christ visited the American continent to establish His church.
17. Heavenly Father wants us to become like Him.
18. God commanded Adam and Eve to multiply and replenish the earth.
19. We must be forgiven of our sins to enter into God’s presence.
20. To sincerely repent, we need to recognize our sins.
21. God has always required His children to make covenants.
22. God gives us commandments to protect us.
23. God commands His prophets to teach the truth.
24. Members are counseled to obey the law.
25. The Church is organized to perfect its members.
26. God sent His Son to earth to atone for our sins.
27. To be baptized, you need to stop smoking.
28. Will you pray to receive an answer?
29. Whom can we invite to come to church?
30. God calls prophets to testify of Jesus Christ.
31. Will you invite your friends to meet with us?
32. To feel the Spirit, you can share your testimony.
33. Will you pray to know that you should be baptized?
34. We’ll call you to see how it went.
35. I ask Thee to watch over my family.
36. Jesus wants us to know that He loves us.
37. Adam fell that men might be.

In Order That – Aby with moct and mít

	Dodržujeme přikázání, *We keep the commandments*	**abychom** *in order/so that we*			**mohli** *can*	**cítit Ducha.** *feel the Spirit.*

Ano, *Yes,*
Ne, *No,*
Proč *Why...?*

Bůh dává přikázání,
God gives commandments
Bůh chce,
God wants
Kristus vykonal Usmíření,
Christ performed the Atonement
Dáš (dám) se pokřtit,
You (I) will be baptized
Následujeme Krista,
We follow Christ
Čteme písma,
We read the scriptures
Satan chce,
Satan wants

abych *so that I*	**abychom** *so that we*
abys *so that you*	**abyste** *so that you*
aby *so that he/she/it*	**aby** *so that they*

~~moct~~ → (ne-)
to can

mohl *can (m)*
mohla *can (f)*
mohli *can (pl)*

cítit Ducha *feel the Spirit*
činit pokání *repent*
růst *grow*
žít s Bohem zase *live with God again*
být čistý(-á,-í) *be clean*

? *(raise voice)*

~~mít~~ → (ne-)
to have

měl *have (m)*
měla *have (f)*
měli *have (pl)*

pokoj *peace*
radost *joy*
směr *direction*
smysl *purpose*
vinu *guilt*

The first part of the phrase can be made negative by putting "ne-" in front of the verb.

The second part of the phrase can be also made negative by putting "ne-" in front of the I-form verb.

Proč následujeme Krista?
Why do we follow Christ?
Následujeme Krista, abychom neměli vinu.
We follow Christ so that we do not have guilt.

Satan chce, abych mohl být čistý?
(Does) Satan want so that I can be clean?
Ne, Satan nechce, abys mohl být čistý.
No, Satan does not want so that you (m) can be clean.

Scenario

You have just taught Jan about obedience and the ten commandments. He appears hesitant to commit strongly to anything. When you ask him about his hesitation, he explains that he does not see the point in keeping some of these commitments. Take the opportunity to help Jan understand the reason for keeping commitments.

1. Practice: Divide into pairs. One of you will play the missionary and the other will play Jan. As the missionary, ask questions to find out what the investigator understands about why we keep commandments. Based on the investigators responses, explain what blessings come from keeping the commandments.

2. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

You're talking to people on the street when a man stops you and says, "You're fools. You let your church control you and tell you what to do." Explain the purpose of commandments and why you choose to follow them.

Sixth Case

	Kniha Mormonova *The Book of Mormon*		**učí** *teaches*	**o** *about*	**Usmíření Krista.** *the Atonement of Christ.*			
Ano, *Yes,* **Ne,** *No,* **Co...?** *What...?*	**Kniha Mormonova** *The Book of Mormon* **Bible** *The Bible* **Písma** *The scriptures* **Prorok (Proroci)** *The prophet(s)* **Satan** *Satan*	**(ne-)** *(not)*	**učí** *teach(es)* **svědčí** *testify(ies)* **píše (píšou)** *write(s)* **mluví** *speak(s)*	**o** *about*	**Krist~~-us~~** *Christ* **plán** *the plan* **poslání** *the mission* **Usmíření** *the Atonement* **vzkříšení** *resurrection*	**+ u** **+ u** **+** *no change*	**spasení** *of salvation* **štěstí** *of happiness* **Krista** *of Christ*	**?** *(raise voice)*
	Máme poselství *We have a message* **Máme knihu** *We have a book* **Učíme** *We teach* **Kážeme** *We preach*			**o** *about*	**život** *life* **rodin~~-a~~** *family* **pravd~~-a~~** *truth*	**+ ě** **+ ě**		

O čem učí _____?
About what does ___ teach?

O čem učí Bible?
About what does the Bible teach?
Bible učí o poslání Kristu.
The Bible teaches about the mission of Christ.

Kniha Mormonova učí o Kristu?
Does the Book of Mormon teach about Christ?
Ano, Kniha Mormonova učí o Kristu.
Yes, the Book of Mormon teaches about Christ.

Function: Asking about and describing objects, people, and their characteristics
Context: Teaching about the Book of Mormon and its Message

Scenario

You are contacting on a town square, carrying a copy of the Book of Mormon. You stop to talk to an older lady. It turns out that she's a strong Catholic who believes in Christ.

1. Prepare: Take a few minutes to think about how you will explain the Book of Mormon. Be prepared to explain why it's important and to share your testimony of it.

2. Practice Take turns being the potential investigator and the missionary. Introduce yourself and explain that you have a message about Christ. The investigator will respond that he/she is Catholic and already knows about Christ. The missionary will then explain how the Book of Mormon is important in learning about Christ.

3. Re-practice: Switch roles, rotate practice companions, and repeat the activity.

Additional Scenario(s)

You are visiting Radek/Radka for the second time. He/she accepted a copy of the Book of Mormon, but did not read anything. Re-teach the importance of the Book of Mormon and invite him/her to read a specific chapter. Explain what the chapter is about and help Radek/Radka see the importance of studying it.

Seventh Case – By the Means Of

Prosíme Tě, *We ask Thee*	**abys** *that you*		**nám** *us*	**požehnal** *us bless*	**Duchem Svatým.** *by the means of (with) the Holy Ghost.*	
Ano, *Yes,*	**Prosím Tě,** *I ask Thee*	**abys** *that you*	**mi** *me*	**nám** *us*	**požehnal** *bless*	**Duchem Svatým** *by the means of (with) Holy Ghost* **?** *(raise voice)*
Ne, *No,*	**Prosíme Tě,** *We ask Thee*		**ti** *you*	**vám** *you*		**darem jazyků** *by the means of (with) the gift of tongues*
O co... *For what...*			**mu/jí** *him/her*	**jim** *them*		**pokojem** *by the means of (with) peace*
			Janovi *John*			**zdravím** *by the means of (with) health*
			Marii *Mary*			**touhou následovat Krista** *by the means of (with) a desire to follow Christ*
	Prosím Boha, *I ask God*	**aby** *that he*	**prorokovi** *the prophet*			**láskou** *by the means of (with) love*
	Prosíte Boha, *You ask God*					**vírou** *by the means of (with) faith*
	Prosíme Ho, *We ask Him*					**pílí** *by the means of (with) diligence*

O co prosíte Boha?
For what do you ask God?
Prosím Ho, aby Janovi požehnal touhou následovat Krista.
I ask Him to bless John by the means of (with) a desire to follow Christ.

Prosíte Boha, aby vám požehnal darem jazyků?
Do you ask God to bless you by the means of (with) the gift of tongues?
Ano, prosím Boha, aby mi požehnal darem jazyků.
Yes, I ask God to bless me by the means of (with) the gift of tongues.
Ne, prosím Boha, aby mi požehnal pílí.
No, I ask God to bless me by the means of (with) diligence.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Offering a Prayer with an Investigator

Scenario

You are walking to an appointment when you get a call from your investigator saying they can't meet. You reschedule, hang up the phone, and look around. You notice a young woman sitting alone on a bench, so you to talk to her. She has no religious background, but has been thinking about it recently and wishes she knew more about God. You teach her who God is and invite her to try praying to Him. She likes the idea, but isn't sure what to say. You help her prepare to pray by asking her what things she is grateful for, and helping her think about what blessings she would want from her Heavenly Father.

1. Practice: Demonstrate helping this young woman pray – ask her questions to help her think about what she wants to say and then invite her to pray with you. Take a couple of minutes to plan.

2. Re-practice: Work in pairs, playing either the missionary or the investigator. Practice helping the young woman pray.

Additional Scenario(s)

You have just met with your progressing investigator, Miloš. He explained that his wife, Ivana, doesn't really want to keep meeting with the missionaries. He's starting to gain a testimony, but doesn't know if he wants to continue without his wife. He's also stressed because their business is struggling. As you close the meeting, pray sincerely and specifically for Miloš and Ivana. Be open to guidance from the Spirit to know what to pray for.

In Order That – Aby + l-form

		Musíme se modlit,	**abychom**	**cítili**				**Ducha.**	
		We must pray	*in order/so that we*	*feel*				*the Spirit.*	

Ano,	**(ne-)**	**Musíme se modlit,**	**abych**	**abychom**	**cíti-t**			**Ducha**		**?**
Yes,	*(not)*	*We must pray*	*so that I*	*so that we*	*to feel*	**+**	**l / la** | **li / ly**	*the Spirit*		*(raise voice)*
Ne,		**Bůh chce,**	**abys**	**abyste**	**získa-t**		**l / la** | **l / li**	**pokoj**		
No,		*God wants*	*so that you*	*so that you*	*to receive*		**l / la** | **li / ly**	*peace*		
Proč		**Modlím se,**	**aby**	**aby**	**mluvi-t**			**že Joseph Smith byl prorok**		
Why...?		*I pray*	*so that he/she/it*	*so that they*	*to speak*			*that Joseph Smith was a prophet*		
		Modlíte se,			**pozna-t**			**to, která církev je pravá**		
		You pray			*to (come to) know*			*which church is true*		
		Pomodlíte se,						**odpovědi**		
		Will you pray						*answers*		
		Joseph Smith se pomodlil,						**vedení od Boha**		
		Joseph Smith prayed						*direction from God*		
								zjevení		
								revelation		
								s Bohem		
								with God		
								s Nebeským Otcem		
								with Heavenly Father		

Proč se modlíte?
Why do you pray?
Modlím se, abych cítila pokoj.
I pray to feel peace.
Modlím se, abych získala odpovědi.
I pray so that I receive answers.

Pomodlíte se, abyste poznali, že Joseph Smith byl Prorok?
Will you pray to know that Joseph Smith was a prophet?
Ano, pomodlíme se, abychom poznali, že Joseph Smith byl Prorok.
Yes, we will pray to know that Joseph Smith was a prophet.
Ne, nepomodlíme se, abychom poznali, že Joseph Smith byl Prorok.
No, we will not pray to know that Joseph Smith was a prophet.

Function: Asking and answering questions of cause and effect
Context: Explaining the Purpose of Prayer

Scenario

You have just taught Pavel about the Restoration of the Gospel of Jesus Christ (and the preceeding principles in the first lesson). You asked him about his experience with prayer, and he said that he has never prayed before. Take the opportunity to explain to him the divine purpose of prayer to help him see its importance.

1. Practice: Divide into pairs. One of you will play the missionary and the other will play the investigator. Teach Pavel about prayer. Ask him about his experience with prayer. Find out if he prays regularly. Extend an appropriate commitment invitation.

2. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

You just contacted a young woman who said she doesn't really know anything about God, but is open to learning. You told her that God is our loving Heavenly Father. Teach her what prayer is and how to pray and receive answers.

Practice changing the active voice sentences into passive voice. For example, the teacher gives an active voice sentence: *Joseph translated the gold plates into English*; a missionary changes it to passive voice: *The gold plates were translated into English by Joseph Smith.*

---

1. The Prophet Moroni wrote the book of Moroni.
2. The Prophet Nephi accomplished great things through his faith.
3. Both Lehi and Nephi saw a vision of the tree of life.
4. 2500 people saw the Savior on the first day of his visit to the Nephites.
5. Jesus invited the children to come unto Him.
6. The Savior taught the Nephites many important principles during his visit.
7. Jesus healed the sick and the afflicted.
8. Lehi found the Liahona in front of his tent door early one morning.
9. Nephi created a hand-made bow when his bow broke in the wilderness.
10. Nephi eventually obtained the plates of brass from Laban.
11. Nephi compelled Laban's servant to accompany them into the wilderness.
12. The Lord instructed Nephi in the art of shipbuilding.
13. Nephi made tools in order to build the ship for their voyage to the Promised Land.
14. Laman and Lemuel tied Nephi up and threatened to throw him overboard.
15. The Lord calmed the storm after Laman and Lemuel untied Nephi.
16. Lehi offered a sacrifice of thanksgiving upon their arrival in the Promised Land.
17. After Lehi's death, Laman and Lemuel threatened to kill Nephi and his followers.
18. The Lord warned Nephi in a dream to separate himself from the Lamanites.
19. The Lord promised both Nephites and Lamanites prosperity if they were righteous.
20. The Lamanites eventually destroyed the Nephites because of their wickedness.
21. The Lord withdrew his disciples from among the people at the end of the Book of Mormon.
22. Unbelieving people crucified the Savior.
23. Heavenly Father sent us to earth to learn and to grow from our experiences.
24. We will preach the Restored Gospel to the people of the Czech Republic.
25. Through a modern prophet, God called us to be His missionaries.

Passive Voice

Ano,
Yes,
Ne,
No,
Kým...?
By whom...?
Proč...?
Why...?

Pravda *The truth*		**byla** *was*	**založena** *established*		**Ježíšem Kristem.** *by Jesus Christ.*		
Ježíš Kristus *Jesus Christ (masculine animate)*	**(ne-)**	**byl** *was (m)*	**kázán** *preached*	**+ nothing** *(m)*	**mocí Boží** *by the power of God*	**?** *(raise voice)*	
Kněžství *The priesthood (neuter)*		**bylo** *was (n)*	**ukřižován** *crucified*	**+ o** *(n)*	**Duchem Svatým** *by the Holy Ghost*		
Evangelium *The gospel (n)*		**byla** *was (f)*	**napsán** *written*	**+ a** *(f)*	**Ježíšem Kristem** *by Jesus Christ*		
Pravda *Truth (feminine)*			**učen** *taught*		**lidmi** *by the people*		
Církev Ježíše Krista *The Church of Jesus Christ (f)*			**založen** *established*		**apoštoly** *by the apostles*		
Apoštolové *The apostles (m.a)*	**(ne-)**	**byli** *were (m.a)*	**překroucen** *distorted*	**+ i** *(m)*	**prorokem** *by a prophet*		
Obřady *Ordinances (m.inanimate)*		**byly** *were (m.i.)*	**ztracen** *lost*	**+ y** *(m.i.)*	**Satanem** *by Satan*		
Písma *The Scriptures (n)*		**byla** *were (n)*	**znovuzřízen** *restored*	**+ a** *(n)*			
Nauky *Doctrines (f)*		**byly** *were (f)*	**odmítnut** *rejected*	**+ y** *(f)*			
			zabit *killed*				

Bylo evangelium učeno Ježíšem Kristem?
Was the gospel taught by Jesus Christ?
Ano, evangelium bylo učeno Ježíšem Kristem.
Yes, the gospel was taught by Jesus Christ.

Kým byli Apoštolové odmítnuti?
By whom were the Apostles rejected?
Apoštolové byli odmítnuti lidmi.
The Apostles were rejected by the people.

You must match the endings on "byl" and the verb with the gender and number of the subject by adding the correct letter - a, o, i, or y.

Scenario

You're teaching Milada (or Milan) for the first time. She (or he) is not a member of a specific religion and has never really studied religions, but has seen friends of different faiths get into arguments over religion. She (or he) asks you why there are so many different religions and why they can't get along.

1. Prepare: Take a few minutes to prepare with your companion to respond to this concern. Especially think about the effect of the Great Apostasy and the Protestant Reformation on Christian beliefs. Find a scripture that will help you teach about the Great Apostasy.

2. Practice: Using the grammar from this board display, teach Milada (or Milan) why there are so many different religions.

Additional Scenario(s)

You are meeting with Aleš, a strong Catholic. He was not religious until he joined the Catholic church in his teens and the Catholic church means a lot to him, because it taught him to believe in God. You feel the Spirit directing you to testify boldly of the Savior's earthly ministry and the Great Apostasy. While being sensitive to his feelings and respectful of the truth he has found, help him see the need for a restoration of the fullness of truth. Bear your testimony of the power and authority that is present in Christ's true church.

Before, During, After

Během	**tohoto života**	**učíme se ze svých zkušeností.**	
During	*this life*	*we learn from our experiences.*	
Před	**tímto životem**	**jsme žili s Bohem**	**?**
Before	*this life*	*we lived with God*	*(raise voice)*
	svým narozením	**jsme se naučili Boží plán**	
	our birth	*we learned God's plan*	
Předtím, než	**jsme přišli na zem**	**jsme souhlasili s Božím plánem**	
Before	*we came to earth*	*we agreed with God's plan*	
	jsme se narodili	**jsme se připravili následovat Krista**	
	we were born	*we prepared to follow Christ*	
Během	**tohoto života**	**nevzpomínáme si na předpozemský život**	
During	*this life*	*we do not remember the pre-earth life*	
Zatímco	**žijeme na zemi**	**musíme žít podle víry**	
While	*we live on the earth*	*we must live by (according to) faith*	
		učíme se ze svých zkušeností	
		we learn from our experiences	
Po	**tomto životě**	**půjdeme do duchovního světa**	
After	*this life*	*we will go to the spirit world*	
	smrti	**budeme žít s Bohem zase**	
	death	*we will live with God again*	
Potom, co	**zemřeme**	**budume souzeni podle svých skutků**	
After	*we die*	*we will be judged according to our works*	

Ano,
Yes,
Ne,
No,
Odkud jsme přišli?
Where did we come from?
Proč jsme tady?
Why are we here?
Co se stane po smrti?
What happens after death?

Před tímto životem jsme se naučili Boží plán?
Before this life we learned God's plan?
Ano, před tímto životem jsme se naučili Boží plán.
Yes, before this life we learned God's plan.

Proč jsme tady?
Why are we here?
Zatímco žijeme na zemi musíme žít podle víry.
While we live on the earth we must live by (according to) faith.

Function: Asking and answering quesitons of quality, quantity, number and sequence
Context: Teaching The Plan of Salvation

Scenario

You've just gotten on the tram to ride to an appointment. You turn to the person next to you and start a conversation. You tell him/her that you're a missionary and ask if he/she has ever thought about the purpose of life. He/she starts asking questions about the plan of salvation.

1. Practice: Divide into pairs. The investigator will ask several questions (such as the examples given on the board display), and the missionary will respond by teaching simply the plan of salvation.
w

2. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

You have a return appointment to teach an investigator whose daughter recently died. Divide into groups of three – two missionaries will be a companionship and the other will be the investigator. Take some time to think about how you will adjust the lesson to focus on the investigator and his/her daughter, explaining what happened to the daughter after death and what the investigator can do during this life so he/she can be with his/her daughter after death.

To Like to do Something – Rád

Katka	**ráda**	**hraje**	**na klavír.**	
Katie	*gladly*	*plays*	*the piano.*	

Ano, *Yes,*
Ne, *No,*
Proč? *Why…?*
Co? *What…?*
Ale *but*

*				
Já *I*	**My** *We*	**(ne-)** *(not)*	**rád** *gladly(m)*	
Ty *You*	**Vy** *You*		**ráda** *gladly(f)*	
On, Ona *He, She*	**Oni** *They*		**rádi** *gladly(pl.)*	
Petr *Peter*				
Katka *Katie*				
Kdo *Who…?*				

studovat *to study*

studuji *I study*	**studujeme** *we study*
studuješ *you study*	**studujete** *you study(pl)*
studuje *he/she studies*	**studují** *they study*

číst *to read*

čtu *I read*	**čteme** *we read*
čteš *you read*	**čtete** *you read(pl)*
čte *he/she reads*	**čtou** *they read*

Knihu Mormonovu *the Book of Mormon*
Bibli *the Bible*
Nový zákon *the New Testament*
Starý zákon *the Old Testament*
Nauku a smlouvy *the Doctrine and Covenants*
Drahocennou perlu *the Pearl of Great Price*
písma *the scriptures*
patriarchální požehnání *patriarchal blessing*
proslovy z Generální Konference *talks from General Conference*

? *(raise voice)*

** In this grammar structure, the subject is normally only included for clarification or emphasis (see below for examples that do not include the subject).*

Rád studujete Nový zákon?
Do you like to study the New Testament?
Ano, rád studuji Nový zákon.
Yes, I like to study the New Testament.
Ne, nerád studuji Nový zákon.
No, I don't like to study the New Testament.

Co rád čtete?
What do you like to read?
Rád čtu proslovy z Generální Konference.
I like to read talks from General Conference.
Ale nerád čtu Starý zákon.
But I don't like to read the Old Testament.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Expressing and Asking about Feelings about the Scriptures

Scenario

The Branch President has asked you to visit an inactive member of the branch named Libor. Libor was a solid member of the branch, but hasn't been to church in over three years. You suspect that Libor has stopped studying the scriptures and the words of the prophets. You go to visit him on an exchange.

1. Practice: Get in groups of two, not with your companion. One of you will play the missionary and the other will play Libor. The missionary will ask questions to get to know Libor's feelings about the scriptures and other Gospel resources. Express your own love for the scriptures. The missionary will then write down (in Czech) what he/she learned about Libor. The missionary and Libor will then switch roles. Repeat as time allows.

2. Re-practice: When you are done teaching, get with your companion. Take turns reporting to your companion what you learned about Libor.

Additional Scenario(s)

You are attending church for the first time in a new area. You arrive at church 15 minutes before the start of church services and take the time to get to know some members. Talk to as many different people as you can. Introduce yourself, learn their names and find out a little about them (all missionaries other than your companion are members for the purpose of this activity).

To Love or Like Something

	Mám *I have*		**rád** *gladly*	**evangelium.** *the gospel.*

Ano,
Yes,
Ne,
No,

(ne-)
(not)

Mám *I have*	**Máme** *We have*
Máš *You (sing.) have*	**Máte** *You (pl.) have*
Má *He/She has*	**Mají** *They have*

rád (+ a / i / y)
*gladly**

Ježíše
Jesus
evangelium
the gospel
písma
the scriptures
rodinu
family
hudbu
music
sporty
sports

?
(raise voice)

Co máte rád?
What do you love?

?

(ne-)
(not)

Líbí se
It pleases (like, enjoy)
Co se (komu) líbí?
What (whom) pleases?

mi *me*	**nám** *us*
ti *you*	**vám** *you*
mu / jí *him / her*	**jim** *them*

vaše sukně
your skirt
české kravaty
Czech ties
sporty
sports
tady
here
hudba
music
škola
school

*****The construction "mít rád" (to have gladly) translates to "to love" (non-romantically).*

Máte sporty ráda? *Do you like sports?*	**Ano, mám ráda sporty.** *Yes, I like sports.*	**Ne, nemám ráda sporty.** *No, I do not like sports.*	**Co se vám líbí?** *What do you like?*	**Líbí se mi sporty.** *I like sports.*

Function: Asking about and describing objects, people, and their characteristics
Context: Getting to know investigators and telling about self

Scenario

You have a return appointment with Honza, one of the students you contacted near a university. You go to his house and his mother answers the door. She explains that Honza isn't home yet, but should be there shortly and is expecting you. She invites you to come in and offers you something to drink. You sit down with her and take the opportunity to get to know her better.

1. Practice: Get in groups of two or three. One will play the mother (or father) and the other(s) will play the missionary(ies). Honza's parent will ask the missionaries to tell him/her about themselves. The missionaries will tell about themselves, and relate it to their purpose.
2. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

You are attending church for the first time in a new area. You arrive at church 15 minutes before the start of church services and take the time to get to know some members. Talk to as many different people as you can. Introduce yourself, learn their names and find out a little about them (all missionaries other than your companion are members for the purpose of this activity).

Could, Should, and Would Like

Ano,
Yes,
Ne,
No,
Co…?
What...?

Měli *We should* **bychom** *(conditional)* **číst písma denně.** *read the scriptures daily.*

(ne-) *(not)* **Měl** *Should* **Mohl** *Could* **(+ a / i)**

bych	bychom
bys	byste
by	by

(ne-) *(not)* **Chtěl** *Would like* **(+ a / i)**

bych	bychom
bys	byste
by	by

se přibližovat k Bohu
come closer/draw nearer to God
dodržovat přikázání
keep the commandments
přijít znovu
come again
přijít na shromáždění
come to church
se modlit často
pray often
začít modlitbou
start with a prayer
učit vás něco více
teach you something more
číst písma denně
read the scriptures daily
přečíst kapitolu deset
read chapter ten

?
(raise voice)

Mohli bychom přijít znovu?
Could we come again?
Ano, mohli byste přijít znovu.
Yes, you could come again.

Co byste chtěla?
What would you like?
Chtěla bych se přibližovat k Bohu.
I would like to come closer to God.

Use the same format (L-form + by) to create any conditional "would" sentence. For example, "Četl bych to" (I would read that).

Function: Asking and answering questions of cause and effect
Context: Setting Expectations and Understanding an Investigator's Desires.

Scenario

You have been meeting with an investigator, Anna, for almost a month. She meets with you once to twice a week. She has enjoyed meeting with you and especially seemed interested in the plan of salvation, but your discussions are often theoretical and she doesn't seem to apply them or realize the need to make changes in her life. Although you've invited her to come to church, she never has and she only remembers to read and pray when you remind her. You feel that you need to talk to her about expectations and how to apply what she's learning.

1. Practice: Find out about Anna's expectations and desires and help her see how she should take action. Think about what questions you can ask to help you understand Anna's expectations and what she wants to gain from your meetings. Think about which principles of the gospel she should apply and how to explain that to her.

2. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

You are meeting with an investigator for the first time. You start the lesson by asking about their expectations and desires for meeting with you. You also express some of your desires, such as starting with a prayer and meeting regularly.

Conditional – Kdyby

	Kdybyste		**se modlili jako rodina,**	**vy**	**byste**		**cítili**	**Ducha Svatého víc.**	
	If you		*prayed as a family,*	*you*	*would*		*feel*	*the Spirit more.*	
Ano,	**Kdybyste**	**(ne-)**	**měl(i) víru v Krista,**	**vy**	**byste**	**(ne-)**	**cítil(i)**	**Ducha Svatého víc**	**?**
Yes,	*If you*	*not*	*had faith in Christ,*	*you*	*(you) would*	*not*	*feel*	*the Holy Ghost more*	*(raise voice)*
Ne,	**Kdybych**		**se modlil(i) k Bohu,**	**já**	**bych**		**poznal(i)**	**že KM je pravdivá**	
No,	*If I*		*prayed to God,*	*I*	*(I) would*		*come to know*	*that the BoM is true*	
			četl(i) Knihu Mormonovu denně,	**co**	**by**		**se stalo**	**pravdu**	
			read the Book of Mormon daily,	*what*	*(it) would*		*happen*	*the truth*	
			se modlil(i) jako rodina,	**kdo**	**by**		**dělal(i)**	**veden(i) Duchem**	
			prayed as a family,	*who*	*would*		*do*	*be led by the Spirit*	
			žil(i) podle Slova Moudrosti,				**byl(i)**	**zdravější**	
			lived according to the Word of Wisdom,				*be*	*be healthier*	
			chodil(i) na shromáždění,					**šťastnější**	
			came to church,					*be happier*	
			cítil(i) Ducha Svatého,					**smutnější**	
			felt the Holy Ghost,					*be sadder*	

Co by se stalo, kdybyste nežil podle Slova Moudrosti?
What would happen if you did not live according to the Word of Wisdom?
Kdybych nežil podle Slova Moudrosti, já bych necítil Ducha Svatého víc.
If I did not live according to the Word of Wisdom, I would not feel the Holy Ghost more.

Co byste dělal, kdybyste cítil Ducha Svatého víc?
What would you do if you felt the Holy Ghost more?
Kdybych cítil Ducha Svatého víc, já bych byl šťastnější.
If I felt the Holy Ghost more, I would be happier.

Function: Asking and answering questions of cause and effect
Context: Helping Others Make and Keep Commitments

Scenario

You are meeting with Roman, a young father with a wife and daughter who he cares for deeply. He sat down to talk with you on a park bench because he was curious. You feel that you need to help him see how the gospel will make a difference in his life so that he will accept commitments and meet again.

1. Practice: Think about a principle of the restored gospel that you can teach Roman (prayer, the Book of Mormon, etc.) What can you say to help him understand the blessings that will come if he acts on that principle? What questions can you ask that will help him think about how these principles will bless him personally? Practice: Work in pairs, with each missionary playing either the missionary or Roman. Briefly teach him a principle of the gospel and help him see how to apply it and make a commitment to do so.

2. Re-practice: Repeat the practice activity focusing on a different principle.

Additional Scenario(s)

You are teaching the Joseph Smith story to Jan (Jana), a young man (woman) whom you met in the park. As you teach, ask questions to help him (her) really get into the story and relate to Joseph Smith. (Examples: “If you could ask God a question, what would you ask?” “If you were Joseph Smith, how would you feel?” “If you knew that God and Christ spoke to us today, what would it mean to you?”)

Conceptual Practice: Who, Which, That (Který)

Který can be translated as "who," "which," or "that"
Practice using *který* as you say the following sentences in English. Re-arrange the sentences to follow Czech sentence structure.

---

1. The Book of Mormon is the book that Joseph Smith translated.
2. Prophets are men who speak for God.
3. The prophet is the man who has authority from God today.
4. Sister Austin is the missionary who I know best.
5. The Celestial Kingdom is the kingdom I can live in with my family.
6. The Book of Mormon is the book that helped me gain a testimony of Christ.
7. My wife is the woman who I want to live with forever.
8. Where is the missionary who was here last time?
9. The Terrestrial kingdom is prepared for those who lived good lives, but didn't accept Christ.
10. Elder Machado is the missionary who I know best.
11. You can ask God the questions that you have.
12. Sister Jones is the missionary who taught me first.
13. God will answer the questions you ask.
14. Prayer is the tool by which we communicate with God.
15. The Restored Gospel is the message we bring to the world.
16. Elder Johnson is the missionary who taught me first.
17. What is the name of the Elder whom you met?
18. The Book of Mormon is the book that we talked about last time we met.
19. The Atonement provides the power that enables us to overcome weaknesses.
20. We're grateful for the privilege we have to serve Thee.
21. God has a body of flesh and bone that is perfected.
22. Nephi is the man who taught us about obedience.
23. This is the investigator who taught me to love the language.
24. Church members are imperfect people who strive to follow Jesus Christ.
25. The mission president is the man who leads us.

Who, Which, That – Který

Ježíš Kristus *Jesus Christ*	**je** *is*	**ten muž,** *the man*	**který** *who*	**nás spasil.** *saved us.*	

Ano,
Yes,
Ne,
No,
Kdo je...?
Who is...?
Co je...?
What is...?

Joseph Smith *Joseph Smith(m)*	**je** *is*	**ten muž,** *the man,*	**který** *who, which, that (m)*	**nás spasil** *saved us*	**?** *(raise voice)*
Ježíš Kristus *Jesus Christ(m)*	**(není)** *(is not)*	**ten člověk,** *the one/person,*		**přeložil Knihu Mormonovu** *translated the Book of Mormon*	
Bůh *God(m)*		**ten prorok,** *the prophet,*		**žil dokonalý život** *lived a perfect life*	
Kniha Mormonova *The Book of Mormon(f)*		**ten způsob,** *the way/means,*		**nás vede** *leads us*	
Evangelium *The gospel(n)*		**to poselství,** *the message,*	**které** *who, which, that (n)*	**vede církev** *leads the Church*	
Usmíření *The Atonement(n)*		**ta kniha,** *the book,*	**která** *who, which, that (f)*	**nás zná dokonale** *knows us perfectly*	
Prorok *The prophet(m)*		**ta cesta,** *the path/way,*		**obsahuje plnost evangelia** *contains the fullness of the gospel*	
Satan *Satan(m)*		**ta moc,** *the power,*		**ukazuje cestu k věčnému životu** *shows the way to eternal life*	
				nás učí Boží vůli *teaches us God's will*	

Je Satan ten člověk, který nás spasil?
Is Satan the one who saved us?
Ne, Satan není ten člověk, který nás spasil.
No, Satan is not the one who saved us.

Je Joseph Smith ten prorok, který přeložil Knihu Mormonovu?
Is Joseph Smith the prophet who translated the Book of Mormon?
Ano, Joseph Smith je ten prorok, který přeložil Knihu Mormonovu.
Yes, Joseph Smith is the prophet who translated the Book of Mormon.

Function: Asking about and describing objects, people, and their characteristics
Context: Discussing Roles and Purposes of the Gospel

Scenario

Your investigator Petr, an atheist, is very accepting, but he struggles to keep straight the roles of people and things in the gospel. You decide to focus today's lesson on teaching for understanding. You make sure to ask him questions to check for his understanding, and follow up by explaining simply specific roles.

1. Practice: In pairs, practice discussing who God and Jesus Christ are. Also explain the role of the Book of Mormon, the gospel, the Atonement, and the prophet.

2. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

Scenario 1: You are meeting with a young family, and early on in your conversation the mother says, "I'm confused about all the different things I hear about God. Tell me what you believe about Him. "

Scenario 2: You are riding on a city bus, sitting next to two women who are taking about how confusing and difficult life is. You feel impressed to share with them the truth about who they really are and who their Heavenly Father is.

Conceptual Practice: Telling Time

Practice telling time the Czech way while using English words. Practice saying the time on the hour and minute, quarter hours, and half hour.

The hour and minute

- Czechs say the number of hours and minutes.
  - "Are three hours and twenty-two minutes."
- You can also omit the words "hours" and "minutes" and just say the numbers.
  - "Are three twenty-two."
- Note: "**Is** *one* hour"
  "**Are** *two/three/four* hours"
  "**Is** *five+* hours"

The half hour

- To tell the time on the half hour, look *ahead* to next hour. Czechs express "2:30" by saying "**half** of the *third* hour."
- Notice that Czechs refer to the next hour by using ordinal numbers (*first, second, third, fourth, fifth*…).

The first quarter hour

- Telling time on the quarter hour requires looking *ahead* to the next hour. So, "4:15" is "**a quarter** on *five*."

The last quarter hour

- Telling time on the last quarter hour requires looking ahead to the next hour. So, "6:45" is "**three quarters** on *seven*."

Practice saying each of the times on the hour and minute in the Czech way. *Ex: 5:05* is *"Is five hours and five minutes."*

- 1:11
- 2:30
- 8:50
- 12:00
- 12:37
- 12:55
- 6:17
- 3:05
- 9:52
- 11:35
- 2:44
- 6:00
- 1:31
- 5:55
- 7:20
- 5:32
- 4:08
- 7:41
- 10:10
- 6:39
- 2:23

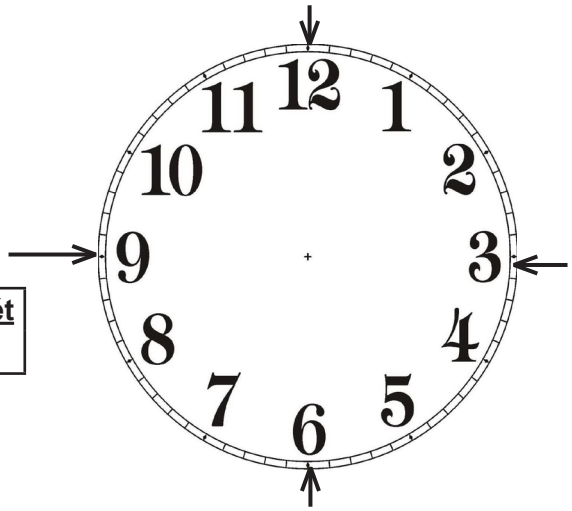
Practice reading each of the times as they would in Czech
Ex: 3:15 "a quarter on four."

- 3:15
- 9:45
- 11:30
- 2:30
- 6:15
- 1:30
- 5:45
- 7:30
- 5:30
- 4:45
- 7:45
- 10:15
- 6:30
- 2:15
- 1:15
- 2:30
- 8:30
- 12:30
- 12:15
- 12:45
- 6:15

Expressing Time

	Setkání	**je**	**v**	**jednu hodinu deset minut.**
	The meeting	*is*	*at*	*one hour (o'clock) and ten minutes.*
Ano,	**Setkání**	**je**	**v(e)**	
Yes,	*The meeting*	*is*	*at*	
Ne,		**(není)**		
No,		*(is not)*		
Kdy...?				
When...?				
V kolik hodin…?				
At what hour (time)				
Kolik je hodin?				
What time is it?				
ale				
but				
na +(4)				
for an amount of time				
(Ne-)	**Můžeme se sejít**		**v(e)**	
(Not)	*We can meet*		*at*	
	Můžeme se zastavit			
	We can stop by			
	Přijdeme			
	We will come			

..jednu hodinu	**..dvě hodiny**	**..pět hodin** **?**
..1 o'clock	*..2 o'clock*	*..5 o'clock* *(raise voice)*



..tři čtvrtě na <u>devět</u>
..three quarters to 9

..čtvrt na <u>šest</u>
..a quarter to 6

..půl <u>druhé</u> (hodiny)
..half of the second hour

Je setkání ve tři hodiny (patnáct hodin)?
Is the meeting at 3pm?
Ano, setkání je ve tři hodiny (patnáct hodin).
Yes, the meeting is at 3pm.
Ne, setkání je ve čtyři hodiny (šestnáct hodin).
No, the meeting is at 4pm.

Můžete se zastavit ve půl třetí?
Can you stop by at 2:30?
Ano, můžeme se zastavit ve půl třetí.
Yes, we can stop by at 2:30
Ne, ale můžeme ve tři čtvrtě na tři.
No, but we can at 2:45.

V kolik hodin je setkání?
At what time is the meeting?
Setkání je v sedm hodin.
The meeting is at seven o'clock.

Function: Asking and answering questions of time, date, and location
Context: Setting up lesson appointments

Scenario

David, a potential investigator, came to church with his friend Honza, the branch president's son. He was really excited to hear all the testimonies during testimony meeting and would like to meet with you. His week is pretty full, but he really wants to talk soon about some more questions he has. The best for him would be to meet 3 times this week, but only for about 20 minutes.

1. Practice: With your companion, figure out what days and times work best for David and set up the meetings. Confirm the meeting times and write them down both for yourselves and for David.

2. Re-practice: David has accepted a baptismal invitation, and you want to meet with him every day until his baptism. With your companion, figure out what days and times work best for David and set up the meetings. Confirm the meeting times and write them down both for yourselves and for David.

Additional Scenario(s)

You and your companion are conducting nightly planning. You need to discuss and write down in your planners all your activities for the day, including lessons with investigators, studies, meals, etc.

1. Practice: With your companion, plan activities for the next day. Use your missionary planner to discuss the times that you need to complete certain activities and write them down at the correct time.

2. Re-practice: It's the next morning and you're on exchanges. Each missionary will be paired with another missionary (not his/her companion). Using your planner, explain what the schedule will be for the day.

Reflexive Articles

	Bratr Lenděl *Brother Lenděl*	**se** *(himself)*		**připravuje** *prepares*		**na křest.** *for baptism.*	
Ano, *Yes,* **Ne,** *No*	**Já** *I* **Misionáři** *The missionaries* **Ty/Vy** *You* **My** *We*	**se*** *(oneself)*	**(ne-)**	**připravuji** *I prepare* **připravuješ** *you prepare* **připravuje** *he/she prepares*	**připravujeme** *we prepare* **připravujete** *you prepare* **připravují** *they prepare*	**na setkání s Bohem** *for a meeting with God* **na křest** *for baptism* **lekci o plánu spasení** *a lesson about the plan of salvation* **zkušenosti pro nás** *experiences for us*	**?** *(raise voice)*
	Bratr Lenděl *Brother Lenděl* **Bůh** *God* **Satan** *Satan*			**vrátím** *I will return* **vrátíš** *you will return* **vrátí** *he/she will return*	**vrátíme** *we will return* **vrátíte** *you will return* **vrátí** *they will return*	**k Bohu** *to God* **žít s rodinou** *to live with family* **písma Bratru Novákovi** *scriptures to Brother Novak* **10 procent našich peněz k Bohu** *10 percent of our money to God*	

** The article "se" takes the second position in a sentence. If you do not state a subject, place "se" after the verb.*

My se vrátíme k Bohu?
Will we return (ourselves) to God?
Ano, vrátíme se k Bohu.
Yes, we will return (ourselves) to God.

Ty vrátíš písma Bratru Novákovi?
Will you return the scriptures to Brother Novak?
Ano, vrátím písma Bratru Novákovi.
Yes, I will return the scriptures to Brother Novak.
Ne, nevrátím písma Bratru Novákovi.
No, I will not return the scriptures to Brother Novak.

Use a reflexive article with a verb when the object of the verb is the same as the subject.

Function: Asking about and describing actions and events
Context: Discussing our Purpose on Earth

Scenario

You are meeting with Jiří, an investigator who has just accepted a baptismal commitment. You need to teach him about tithing and feel that it is best to do so in the context of the plan of salvation.

1. Practice: Review with Jiří the purpose of our life on earth, using the grammar principle you just learned. Explain how tithing is one of the commandments we need to live during our life on earth.

2. Re-practice: Switch roles and repeat the activity.

Additional Scenario(s)

You are leaving the MTC to fly to the Czech Republic in one week. With your companion, discuss what you need to do this week to prepare to enter the mission field, including things that you need to do to prepare yourself, and things you need to prepare to take with you.

Imperative

	Vysvetlujte *Explain*			**mi** *to me*		**svou otázku.** *your question.*

Informal:

Prosím, *Please (I ask)*	**vysvětlovat** *to explain*	→	**(ne-)** *(not)*	**vysvětluj** *explain*	**mi** *to me*	**nám** *to us*
	dát *to give*	→		**dej** *give*	**----**	**----**
	popsat *to describe*	→		**popiš** *describe*	**mu, ji** *to him, to her*	**jim** *to them*
	říct *to tell*	→		**řekni** *tell*	**Janovi** *to John*	
					Pánu Kovářovi *to Mr. Smith*	

Formal and Plural:

vysvětlovat *to explain*	→	**(ne-)** *(not)*	**vysvětlujte** *explain*
dát *to give*	→		**dejte** *give*
popsat *to describe*	→		**popište** *describe*
říct *to tell*	→		**řekněte** *tell*

svou otázku
your question
svou rodinu
your family
svou zkušenost
your experience
proč jsi tady
why you're here
jaký je smysl života
what the purpose of life is
čemu věříte
what you believe
jak můžeme pomoct
how we can help
co se stalo
what happened
tu knihu
that book
své obavy
your concerns

Popiš nám svou zkušenost.
Describe to us your experience.
Popište nám svou zkušenost.
Describe to us your experience.

Řekni nám své obavy.
Tell us your concerns.
Vysvětlujte mi jaký je smysl života.
Explain to me what the purpose of life is.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Helping Others Resolve their Concerns

Scenario

You are teaching your investigator Daniela for the third time, and she seems hesitant to accept the Book of Mormon as the word of God. Additionally, Daniela has told you before that she has had a bad experience with religion.

1. Preparation: Discuss with your companion what you will ask to come to understand Daniela's concern. Consider scriptures and personal experiences that can help Daniela overcome her concern and know that the Book of Mormon is true.

2. Practice: With another missionary other than your companion, practice taking turns being either Daniela (or Daniel) or the missionary. The missionary will ask questions to understand Daniela's (Daniel's) concerns, and will then teach her accordingly to help her to overcome those concerns, focusing on how to gain a testimony of the Book of Mormon.

Additional Scenario(s)

You are meeting with Julie for the first time. Using the imperative form, find out more about her background, family, beliefs, and possible concerns.

Verbs of Motion

Každý týden *Every week*		**chodíš** *you go*		**na shromáždění.** *to church.*	
Ano, *Yes,* **Ne,** *No,*	**V neděli** *On Sunday* **Tento týden** *This week* **Občas** *Sometimes* **V sobotu** *On Saturday*	**(ne-)** *(not)*	*Jít – to go (determinate)* **jdu** / **jdeme** *I am going* / *we are going* **jdeš** / **jdete** *you are going* / *you are going* **jde** / **jdou** *he/she is going* / *they are going*	**na křestní shromáždění** *to the baptismal service* **na Generální Konferenci** *to General Conference* **na nedělní školu** *to Sunday school* **na kvorum kněžství** *to priesthood quorum* **na Pomocné Združení** *to Relief Society* **na institut** *to institute* **na shromáždění** *to church* **na setkání s misionáři** *to meetings with missionaries*	**?** *(raise voice)*
Každý týden *Every week* **Pravidelně** *Regularly* **Často** *Often* **Každý 6 měsíců** *Every 6 months*		**(ne-)** *(not)*	*Chodit – to go (indeterminate)* **chodím** / **chodíme** *I go* / *we go* **chodíš** / **chodíte** *you go* / *you go* **chodí** / **chodí** *he/she goes* / *they go*		

Jdete na křestní shromáždění tento týden?
Are you going to the baptismal service this week?
Ano, jdu na křestní shromáždění tento týden.
Yes, I am going to the baptismal service this week.
Ne, nejdu na křestní shromáždění tento týden.
No, I am not going to the baptismal service this week.

Chodíte na shromáždění pravidelně?
Do you go to church regularly?
Ano, chodím na shromáždění pravidelně.
Yes, I go to church regularly.
Ne, nechodím na shromáždění pravidelně.
No, I don't go to church regularly.

Function: Asking and answering quesitons of quality, quantity, number and sequence
Context: Confirming Attendance at Church Meetings

Scenario

You are meeting with your investigator, Jan (Jana), who has accepted a baptismal invitation. He (she) knows that attending church meetings is important in preparing for baptism. Ask questions to confirm which meetings Jan (Jana) is planning to attend, both this week and regularly.

1. Practice: In pairs, practice asking Jan what meetings he will attend. If there are important meetings he will not be attending this week, find out why and seek to find a solution.

2. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

Scenario 1: You are meeting with a member who has told you that he/she is struggling to maintain a strong testimony. You feel that it's important to find out about his/her patterns in church attendance and other activities. Ask questions to find out how often the member attends meetings. Extend an invitation to attend regularly if needed.

Scenario 2: At District Conference (Stake Conference) you see a recent convert from an area you served in previously. You're excited to see him/her and want to follow up on his/her activity in the church. Ask questions to find out what meetings he/she attends regularly and what he/she is learning. You may also ask questions about his/her plans for attending upcoming meetings like General Conference or participating in a temple trip.

Prepositions of Motion

	Jděte *Go*	**na** *to*		**shromáždění.** *church meeting.*
(ne-) *(not)*	**Jdi/Jděte** *Go*	**mezi** *between*		**budovy** *buildings*
	Choď/Choďte *Walk*	**na** *to (an event or gathering)*		**shromáždění** *church meeting*
		nad *above*		**potok** *stream*
		pod *under*	**+ 4**	**strom** *tree*
		před *in front of*		**ulice** *street*
		přes *across/through*		**restaurace** *restaurant*
		za *behind*		**křižovatka** *intersection*
Jak se tam dostanu? *How do I get there?* **Jak se dostanu...?** *How do I get...?*		**k** *to (a person or person's home)*	**+ 3**	**Petr** *Peter*
		do *to (or into a place)*	**+ 2**	

Jak se tam dostanu?
How do I get there?
Jdi přes ulici.
Go across the street.
Choďte mezi budovy.
Walk between the buildings.

Jak se dostanu na shromáždění?
How do I get to the church meeting?
Jdi za restauraci a přes křižovatku.
Go behind the restaurant and through the intersection.

Scenario

You have met for the second time with your investigator, Markéta, and she expresses interest in coming to church on Sunday. Give her detailed directions from her apartment to the church building.

1. Practice: In pairs, with one of you taking the role of Markéta and the other taking the role of the missionary, practice giving directions to church. Use multiple prepositions from the grammar principle.

2. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

Scenario 1: You have just met Ivan in a park and taught a lesson. He invites you to come meet his entire family. Ask him for directions to his house and write them down.

Scenario 2: You are waiting for a bus when a young woman runs up to you excitedly. She explains that she's a member who just moved to your city, but she isn't sure where to find the church building. Give her detailed directions from the bus stop to church and make sure she knows what time to come for Sacrament meeting.

Comparative Adjectives

Nefi		**byl**		**poslušnější**			**než**	**jeho bratři.**	
Nephi		*was*		*more obedient*			*than*	*his brothers.*	
Nefi	**(ne-)**	**byl (a,i)**	**(nej-)**	**duchovn ý**	**+**	**ější**	**než**	**Lemuel**	**?**
Nephi	*(not)*	*was*	*most*	*spiritual*		*more*	*than*	*Lemuel*	*(raise voice)*
Laman				**poslušn ý**				**Lehi**	
Laman				*obedient*				*Lehi*	
Lemuel				**šťastn ý**				**Nefi**	
Lemuel				*happy*				*Nephi*	
Lehi				**spravedln ý**				**jeho bratři**	
Lehi				*righteous*				*his brothers*	
Saria				**piln ý**				**jeho rodiče**	
Sariah				*diligent*				*his parents*	
My				**trpěliv ý**				**Já**	
We				*patient*				*I*	
Oni				**mil ý**	**+**	**ější**		**Vy**	
They				*kind*		*more*		*you*	
				směl ý					
				bold					

Ano,
Yes,
Ne,
No,
Kdo...?
Who…?

?

Byla Saria trpělivější než Laman?
Was Sariah more patient than Laman?
Ano, Saria byla trpělivější než Laman.
Yes, Sariah was more patient than Laman.

Byli Laman a Lemuel pilnější než Nefi?
Were Laman and Lemuel more diligent than Nephi?
Ne, nebyli pilnější než Nefi.
No, they were not more diligent than Nephi.

Kdo byl nejsmělejší?
Who was the boldest?
Nefi byl nejsmělejší.
Nefi was the boldest.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Comparing Attributes of Nephi and his Family

Scenario

Blanka, a less active member, has always struggled to understand the lessons presented in the scriptures. You feel prompted to simply read from the Book of Mormon and discuss the attributes of each character, helping her see how we can learn from their examples.

1. Practice: In pairs, with one of you taking the role of Blanka and the other taking the role of the missionary, practice comparing the attributes of Nephi and his family members in order to “liken the scriptures unto [Blanka] for [her] profit and learning” (1 Nephi 19:23).

2. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

During your companionship study, you discuss what you learned about the kingdoms of glory. Specifically, you discuss and contrast the differences between the kingdoms.

Appendix A – declension charts

	Dem. Pronouns	*soft* - Adjectives - *hard*		Masculine Animate	Masculine Inanimate	Neuter	Feminine	
SINGULAR								
1	ten to ta	hlavní	čistý čisté čistá	syn misionář	obřad pokoj	písmo pole usmíření	rodina misie církev svátost	1
2	toho té	hlavního hlavní	čistého čisté	syna misionáře	obřadu pokoje obřada	písma pole usmíření	rodiny misie církve svátosti	2
3	tomu té	hlavnímu hlavní	čistému čisté	synu misionáři synovi misionářovi	obřadu pokoji	písmu poli usmíření	rodině misii církvi svátosti	3
4	toho ten to tu	hlavního hlavní	čistého čistý čisté čistou	syna misionáře	obřad pokoj	písmo pole usmíření	rodinu misii církev svátost	4
5		hlavní	čistý čisté čistá	syne misionáři	obřade pokoji	písmo pole usmíření	rodino misie církvi svátosti	5
6	tom té	hlavním hlavní	čistém čisté	synu misionáři synovi misionářovi	obřadě pokoji obřadu	písmě poli usmíření písmu	rodině misii církvi svátosti	6
7	tím tou	hlavním hlavní	čistým čistou	synem misionářem	obřadem pokojem	písmem polem usmířením	rodinou misií církví svátostí	7
PLURAL								
1	ti ta ty	hlavní	čistí čistá čisté	syni misionáři synové	obřady pokoje	písma pole usmíření	rodiny misie církve svátosti	1
2	těch	hlavních	čistých	synů misionářů	obřadů pokojů	písem polí usmíření	rodin misií církví svátostí	2
3	těm	hlavním	čistým	synům misionářům	obřadům pokojům	písmům polím usmířením	rodinám misiím církvím svátostem	3
4	ty ta	hlavní	čisté čistá	syny misionáře	obřady pokoje	písma pole usmíření	rodiny misie církve svátosti	4
5		hlavní	čistí čistá čisté	syni misionáři synové	obřady pokoje	písma pole usmíření	rodiny misie církve svátosti	5
6	těch	hlavních	čistých	synech misionářích	obřadech pokojích	písmech polích usmířeních	rodinách misiích církvích svátostech	6
7	těmi	hlavními	čistými	syny misionáři	obřady pokoji	písmy poli usmířeními	rodinami misiemi církvemi svátostmi	7

Personal Pronouns							Possessive Singular				Pos. Plural		Everything, Everybody, Who, What				
1	já	ty (se)	on	ona	my (vy)	oni	můj moje	můj moje	náš naše	náš naše	moji moje	naší naše	všechno	všichni všechny	kdo	co	1
2	mne / mě	tebe / tě	něho / ho	ní / jí	nás	nich /jich	mého mojí		našeho naší		mých	našich	všeho	všech	koho	čeho	2
3	mně / mi	tobě / ti	němu/ mu	ní / jí	nám	nim / jim	mému mojí		našemu naší		mým	našim	všemu	všem	komu	čemu	3
4	mne / mě	tebe / tě	něho / ho	ni / ji	nás	ně / je	mého moje	můj moji	našeho náš	naše naši	moje	naše	všechno	všechny všechna	koho	čo	4
5							můj moje	můj moji	náš náš	náš naše	moji moje	naši naše					
6	mně	tobě	něm	ní	nás	nich	mém	mojí	našem naší		mých	našich	všem	všech	kom	čem	6
7	mnou	tebou	ním / jím	ní / jí	námi	nimi / jimi	mým	mojí	naším naší		mými	našimi	vším	všemi	kým	čím	7

Prepositions

2			3		4	4 Motion	6	7
během	místo	prostřednictvím	díky	naproti	mimo	mezi	v	mezi
bez	od	u	k	oproti	na for a purpose/amount of time	na to, on	na on, at	nad
blízko	okolo	uprostřed	kvůli	proti	pro	nad	o	pod
do	podél	vedle	navzdory	vůči	přes	pod	po	před
kolem	podle	z			skrze	před	při	s
kromě	pomocí	za during/under conditions			za	za behind		za behind

Case-specific Verbs

2	3	7
bát se to be afraid of	**děkovat - poděkovat** to thank	**chlubit se -**
cenit si to appreciate	**divit se - podivit se** to marvel at	**pochlubit se** to boast of/brag about
dosahovat - dosáhnout to achieve	**odpovídat - odpovědět** to answer	**házet - hodit** to throw
dotýkat se - dotknout se to touch	**omlouvat se - omluvit se** to apologize	**hýbat - (po)hnout** to move something
přibývat - přibýt to increase	**podobat se** to resemble	**stávat se - stát se** to become
ptát se - zeptat se to ask	**podrobit se** to undergo	**točit - otočit** to turn something
tykat se to concern	**pomáhat - pomoci** to help	**zabývat se** to be occupied with
účastnit se - zúčastnit se to take part of/in	**promíjet - prominout** to excuse	
všímat si - všimnout si to notice	**radit - poradit** to advise	
vzdávat se - vzdat se to give up/abandon	**rozumět - porozumět** to understand	
zbavit se to get rid of	**sloužit - posloužit** to serve	
zneužívat - zneužít to abuse	**smát se - zasmát se** to laugh at	
	věřit - uvěřit to believe	
	volat - zavolat to call (phone)	

Appendix B – other grammar concepts

Re-arrange the following sentences to adhere to Czech sentence structure. Use the rules listed below.

1. We will teach you about why prayer is important.
2. Do you want to know about what happens after death?
3. Have you ever thought about why there are so many churches?
4. Have you prayed about whether the Book of Mormon is true?
5. That's something I don't understand.
6. Happiness is what God wants for His children.
7. I want to know what you like.
8. I'm grateful that my children are healthy.
9. Thank you for coming.
10. We thank Thee for everything that you give to us.
11. Do you know anyone that would like to learn more about Christ?
12. Do you have questions about what you read?
13. Is that what you really believe?
14. I understand what you're saying.
15. Prophets teach what we need to hear.
16. That is what I want to understand.
17. God gives us everything we need—not everything we want.
18. The scriptures teach us what we should do.
19. She wants what will make her happy.

Rules for what words can go together:

někdo, kdo
něco, co
všechno, co
(any form of "někdo" in the first clause can only be paired with a form "kdo" in a second clause. "něco" and "všechno" can only be paired with "co" in a second clause.)

to, co
to, že
to, jak
to, proč
to, zda
to, …
("To" can be paired with just about anything.)

1. kdo	**1. co**	**1. to**
2. koho	**2. čeho**	**2. toho**
3. komu	**3. čemu**	**3. tomu**
4. koho	**4. co**	**4. to**
6. kom	**6. čem**	**6. tom**
7. kým	**7. čím**	**7. tím**

Pro is “for the benefit of,” *za* is “in exchange for” or “on behalf of,” and *na* is “for the purpose of.” Decide which form of for (*pro*, *za*, or *na*) is the correct one to use in the following sentences.

---

1. Jesus Christ suffered for us.
2. Do you know who that book is for?
3. Christ died for you.
4. The prophet speaks to us for God.
5. Jesus paid the price for our sins.
6. This copy of the Book of Mormon is for you.
7. The gospel message is for everyone.
8. I can’t speak for everyone, but I believe this is true.
9. You can find out for yourself that this book is true.
10. We’ll be praying for you.
11. This is a pen for marking your scriptures.
12. What blessings do you thank God for?
13. God has many things in store for you.
14. You don’t need to pay anything for the Book of Mormon; it’s a gift for you.
15. Missionaries speak for Christ.
16. What would you do for this peace?
17. The prophet speaks for the Lord.
18. My mom prays for me every day.
19. Heavenly Father has blessings for you, if you will only pray to Him.
20. What are you grateful for?

Three Kinds of Knowing

Vědět is “to know a fact,“ *znát* is “to be familiar with,“ and *umět* is “to know how.“
Practice deciding which verb meaning to know (*vědět*, *znát*, *umět*) is the correct choice in the following sentences.

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1. I know God is my loving Heavenly Father.
2. God knows us personally.
3. Jan knows the Book of Mormon is true.
4. Do you know where Honza lives?
5. I know Prague well.
6. Do you know Czech?
7. They know the Church is true.
8. How can I know this is true?
9. Do you know the Bible?
10. We know Czech decently.
11. Heavenly Father knows you.
12. I know that God knows us.
13. Even though she’s new, she knows Czech pretty well.
14. Christ knows how you feel because He’s experienced what you’re going through.
15. Do you know that you are a child of God?
16. Christ knows your thoughts and desires.
17. Heavenly Father knows what you’re thinking and feeling.
18. I’m new here and I don’t know the Czech Republic very well.
19. I know you may not understand, but we will teach you.
20. What do you know about Christ?

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